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ABSTRACT

This survey included opinions from four groups: 1) EEO Task Force members who had participated in workshops and regular meetings on the elimination of racial isolation in the schools; 2) new teachers assigned in their first year to racially different schools; 3) voluntary transfers (teachers) to such schools; and 4) a random sample of teachers in the system. The 11-page survey instrument called for judgments and responses in these areas, among others: stating the most basic educational need of students in the Dayton schools; suggesting ways of improving staff integration; determining the theoretical value of 14 teaching skills in new situations; self-ratings of performance on the same skills; appraising 21 statements about pupils and their achievement in integrated and in racially isolated schools; giving opinions on 28 statements termed "Dynamics of interaction"; ranking causal factors of unrest in the schools; ranking the important factors in a list of 32, in terms of their interference with learning; identifying key factors to successful achievement in the grade and subject taught. Accompanying the detailed report is a 4-page Research Conspectus which gives an overview of highlights of the report and a copy of the questionnaire. Limitations on the study include a less than 30% return of the voluntary survey forms. (Author/DG)

ED043656

DYNAMICS OF EDUCATIONAL OPPORTUNITIES

A Report of the EEO Survey
April 1970

Division of Research
DEPARTMENT OF PLANNING AND DEVELOPMENT

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RESEARCH CONSPECTUS

Prepared by Division of Research
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Program: EQUAL EDUCATIONAL OPPORTUNITY Project, under the Department of Urban Education, federally funded under Title IV of the Civil Rights Act of 1964.

Location: All Dayton Public Schools (69)

Date Started: June 16, 1969

Staff: One EEO project director, one EEO associate director, one office secretary, and 106 Task Force members (teachers, counselors, and administrators) of the regular staff.

Staff Objectives of Project: To prepare individual staff members to work effectively within an integrated staff; to prepare individual staffs for the provision of effective instruction within their integrated classes.

Special Program Activities:
Task Force Workshop, June 23-July 11, 1969
Administrators' Seminar, August 19-20, 1969
VOICES INCORPORATED Performances and Workshops for 8th grade students, teachers, and administrators, October 24 and 25, 1969 and April 15 and 16, 1970
Staff Morale Workshop for Administrators, April 30, 1970

Activity in Each School

Writing Behavioral Goals, September 23, 1969
Interim Evaluation of Behavioral Goals, January 23, 1970
Final Evaluation Booklets: Behavioral Goals, June 12, 1970

Research Study: DYNAMICS OF EDUCATIONAL OPPORTUNITIES—A report of the EEO Survey, April 1970. (60 pages)

Scope of Study: EEO Task Force evaluation combined with an attitude and opinion survey of four groups: Task Force members, new teachers and voluntary transfers in racially different situations, and a random sample of professional staff—a total of 55 respondents to the survey.

Date of Report: June 15, 1970

+3

Description of Study:

An 11-page survey instrument was designed for Task Force members, 10 pages of which was sent to new teachers and voluntary transfers to racially different schools and to a random sample. About 31% of the Task Force members responded, while 24% to 28% of the surveys were received from the other three groups. Each group received a different color of paper.

The Equal Educational Opportunity survey, sent out in April 1970, called for judgments and responses in these areas:

Stating the most basic educational need of students in Dayton schools.
Suggesting ways to improve the process of achieving staff integration.
Extent of service as Task Force member. (Task Force only)
Stating program of activity for EEO Task Force in 1970-71. (Task Force only)
Deciding on the theoretical value of 14 teaching skills in new situations.
Self ratings of performance on the same teaching skills. (Self-actualization)
Appraising 21 statements about pupils and their achievement in integrated and in racially isolated schools.
Giving opinions on 28 statements termed "Dynamics of Interaction."
Ranking causal factors of unrest in the schools from a list of 8.
Judging and ranking the important factors in a list of 32 which tend to cause interference with learning.
Identifying key factors to successful achievement for grade and subject taught.
Noting personal characteristics and those of classes and students.

Findings:

Basic educational needs of the Dayton schools were recognized as including:

1. The development of reading skills.
2. Meeting individual needs through individualized instruction and guidance.
3. Teachers who are qualified and sensitive, with patience and concern for others, and who design meaningful activities at which pupils can succeed.
4. The development of an atmosphere of human relations wherein pupils have good attitudes about themselves and others, bringing about reconciliation between races and generations and ending behavioral problems stemming from racial tension.

To achieve staff integration, the respondents tended to support voluntary transfers, the assignment of qualified new teachers to racially different schools, and both rational and affective support of change through in-service workshops and seminars, counseling, and administrative support.

Two general areas of priority for Equal Educational Opportunity Project activities for 1970-71 were suggested by a number of Task Force members:

1. The necessity for in-service workshops and seminars leading to positive interactions of staff, students, and community.
2. Specific suggestions for school organizational problems dealing with sharing, teacher transfers, busing, and school integration.

In-service workshops and seminars should be concerned not only with dynamics of interaction in learning situations, but with the necessity for certain teaching skills in new situations and a research-oriented outlook on pupils and their achievement.

Among teaching skills in new situations, strong agreement was expressed with the necessity for teaching skills which meet the needs of individual children, with instructional materials created, if necessary, by the teacher; flexibility in organization; and methods of individualized instruction replacing large group processes in disadvantaged schools. Teachers new in racially different schools expressed a fairly strong agreement that "Friendship of a teacher with a member of another race is related to the teacher's own positive attitudes about members of another race", with other groups tending to agree.

The total group also tended to agree that teaching skills should include:

1. Planning meaningful curriculum activities.
2. Applying teaching strategies to different levels of ability and achievement.
3. Developing an emotional climate to achieve desired educational goals.
4. In-service training in order to apply specific training techniques.

There was fairly strong agreement that teachers should be provided with a wide variety of materials to teach Black history, culture and other aspects of interracial understanding. They tended to agree that teachers should have the chance to attend seminars in understanding current forces of social isolation, and that a school should be more of a community center involving parents in learning.

Perceptions of pupils and their achievement appeared to be related to experiences. Three groups tended to disagree that white student achievement tends to suffer under integration, but the random sample of teachers registered this item "Uncertain." The two groups of teachers in racially different schools had a tendency toward "Strongly agree" that "The integrated setting has a great potential for better racial understanding", while the other groups tended to agree.

Diversity of opinion attended the statement: "Integration by itself will not automatically bring out improvement in interracial understanding" from "Strongly agree" to "Uncertain." Teachers in racially different schools were also somewhat uncertain about the supplementary statement: "Integration by itself will not automatically bring about improvement in achievement levels for Negro students", but the total group average was "Tend to agree."

The respondents were quite definite in tending to agree that family social class and the student's immediate home neighborhood exert important influences on achievement. Family social class having an important effect on achievement is supported by a review of national studies, but the same report states also:

> "The social and economic context of the disadvantaged student's neighborhood does not appear to exert any effect on achievement, independently of family social class, ability factors, and school class composition."

Many of the items in this section rated "Uncertain"; for example, the group as a whole were "Uncertain" about whether a gap exists between the achievement of the average white and the average black student and were not too sure about the effects of integration in closing the gap. The study mentioned above, affirms that the integrated Negro student generally remains behind the achievement levels of the white majority, and that although integration may help to close some of the achievement gap, "It does not appear to have the potential to completely close the gap." The report suggests that, if this gap is to be erased, integration must be accompanied by a number of additional, specific programs for the disadvantaged." The tentative conclusions of this report may or may not be applicable to student achievement in the Dayton schools which have not engaged in direct research concerning relative achievement of racial groups.

Perceptions of the dynamics of interaction varied among the groups. While the group averages indicate that some members of the Dayton professional staff tended to disagree that: 1) "The Black Power movement holds the greatest promise of economic opportunity for blacks"; 2) "Busing of students is a good way of improving racial balance in the schools"; and 3) "Interracial dating among high school students is an effective means of creating interracial understanding", the averages of other subgroups were in the direction of "Uncertain" for each of these statements.

On the other hand, the cluster of items regarding housing opportunities, the rationale of the Civil Rights movement, equality of economic opportunity, availability of birth control information to the poor, and the persistence of poverty in a land of plenty evoked either "Tend to agree" or "Strongly agree" from all groups, showing a basic concern for solving human problems.

Following is the total group ranking of causal factors of unrest in the schools:

1. A social climate of protest and disorder
2. Direct outside provocation and direction
3. Search for excitement
4. Educational grievances
5. Personal grievances
6. Whites' fear and distrust of Negroes
7. Negroes' fear and distrust of Whites
8. Hostility between Black and White students

Interrelated factors of importance which interfere with learning were identified by ranking for white and Negro students. This is a composite ranking of the group lists:

1. Lack of motivation
2. Lack of reading ability for grade or course.
3. Lack of ability to listen or pay attention
4. Poor attendance
5. Lack of family support for educational goals
6. Lack of language development
7. Lack of problem-solving ability
8. Poor self esteem (poor self-concept)
9. Lack of respect for authority of the teacher
10. Lack of general readiness for grade or course
11. Economic disadvantage
12. Defensive orientation (interpersonal conflicts)
13. Anxiety
14. Today's climate of dissent

Reference:

Racial and Social Isolation in the Schools—A Report to the Board of Regents of the University of the State of New York. Division of Research, New York State Education Department. December 1969.

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Descriptors:

AREAS OF PRIORITY
CAUSAL FACTORS OF UNREST IN SCHOOLS
EQUAL EDUCATIONAL OPPORTUNITY
EDUCATIONAL NEEDS
DYNAMICS OF INTERACTION
INTERFERENCES WITH LEARNING
PUPILS AND THEIR ACHIEVEMENTS
TEACHING SKILLS IN NEW SITUATIONS
STAFF INTEGRATION
VOLUNTARY TRANSFERS

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PREFACE

The "Equal Educational Opportunity Survey" was devised in April 1970 at the request of Marshall Rosensweet, Associate Director of the Equal Educational Opportunity Project of the Dayton Public Schools, to provide data in meeting evaluation requirements of this federally-sponsored program (Title IV of the Civil Rights Act of 1964: Public Law 88-352).

A prime source of research used in preparation of the survey was "Racial and Social Isolation in the Schools"—A Report to the Board of Regents of the University of the State of New York, a 542-page volume published by the Division of Research, Office of Research and Evaluation, New York State Education Department, in December 1969.

Distribution and collection of the EEO survey forms were handled by the Equal Educational Opportunity Project.

Final tallies of results of the survey, computations, and the report narrative were the responsibilities of the Division of Research.

EEO Task Force members in every school will be interested in the evaluation of Task Force roles and the members' recommendations of programs of priority.

The Department of Instruction will find certain "calls for help" in the section on "Teaching Skills in New Situations", and other matters of interest in the sections, "Pupils and Their Achievement" and Dynamics of Interaction."

The Department of Urban Education, under which the EEO Project operates, may gain insight into the attitudes and opinions of staff through this survey.

The reader of this report is asked to keep in mind that the results of such a survey are tentative, something like snapshots taken of groups on a given day at a particular point in the individuals' professional careers. Better still, before reading the report, the reader is advised to note his own responses to the survey found in the Appendix. His own "under the skin" reactions may then add some feeling of participation as he reads the report.

— Elizabeth M. Lane
Coordinator of Educational Research

June 11, 1970

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REPORT OF EQUAL EDUCATIONAL OPPORTUNITY SURVEY OF APRIL, 1970

In an attempt to measure attitudes of professional personnel in the Dayton Public Schools concerning factors related to equal educational opportunity, a survey was devised which combined open-ended questions with more structured Likert-type scale statements and rank-order sections. The instrument was not field-tested before administration due to lack of time.

The following groups were selected for sampling, with each group being sent a different color of paper.

Equal Educational Opportunity Task Force members who had served as liaison persons in the schools.

Teachers who had volunteered to change schools and teach in a school with a different racial composition than their own.

New teachers assigned to schools with different racial composition than their own.

Control group of teachers randomly sampled from the teaching staff.

The figures in TABLE 1, show the relationship of survey forms sent out to each group with the number that were returned. Those responding remained anonymous. They represent approximately 2% of the staff.

TABLE 1
PARTICIPANTS IN EQUAL EDUCATIONAL OPPORTUNITY April 1970

	Number of Survey Forms		Per Cent Returned
	Sent	Returned	
Equal Educational Opportunity TASK FORCE members	107	33	31%
Volunteer teachers for change to schools of different racial composition	23	6	26%
New teachers assigned to schools of different racial composition	25	7	28%
Randomly selected control teachers	38	9	24%
TOTAL	193	55	28%

The responses to the two open-ended questions on the first sheet of the survey indicated the perspective of each respondent as to (1) the most basic educational need of students in the Dayton schools, and (2) ways of improving the process of staff integration. Applying their efforts to meeting basic educational needs has certainly been a long-range effort of education. Staff integration is, of course, more recently a conscious and direct means of attempting to secure equal educational opportunity for all children.

Three persons skipped answering the first question, while two omitted the second.

Basic Educational Needs of Dayton Students

In answer to the first open-ended question, the development of reading skills was the single educational need offered most often, a total of 19 times among the 52 answers, if such phrases as "academic education" suggest the development of reading skill among other things. One or more persons in each of the four groups named reading as the key need.

Individualized instruction was named by seven persons, including in this group of answers one which stated, "Developing the student's potential for learning to the fullest."

Seven other people regarded teachers themselves as the key to meeting educational needs, using such adjectives as "quality", "qualified", "sensitive", "well-educated", and "dedicated". One answer described the needed teachers in this way: "Teachers who design meaningful activities at which pupils can succeed", implying both creativity and sensitivity to student needs on the part of the desired teachers.

The area of human relations, integration, getting along with others, eliminating tensions, was recognized by five persons.

At least three referred to organizational patterns such as grouping or class size. Three others used the abstract phrases, "equal opportunity", "freedom to think", and "freedom of education", without definition.

Two referred to guidance and new opportunities. TABLE 2 provides a listing of these and other recognized needs.

TABLE 2
BASIC EDUCATIONAL NEEDS OF STUDENTS IN DAYTON SCHOOLS

	Task Force	Voluntary Transfers	New Teachers	Random Sample
1. Reading instruction.	1			
Reading skills with comprehension.	1			
Skills for reading.	1			
Mastery of reading ability.	1			
A new and better reading program with smaller classes and teachers accepting children as they are.	1			
Improve reading and attitude.	1			
More defined reading programs and a chance for vocational education at earlier age.	1			
Ability to read well and comprehend.	1			
Ability to read and interested teachers.	1			
Improved reading and study skills.	1			
Ability to read and write.		1		
A higher degree of achievement in reading and math at elementary level.			1	
Basic reading and listening skills.			1	
Basic reading and critical thinking skills.			1	
To be able to read with understanding.			1	
Ability to read well.				1
Improvement of basic fundamentals.				1
Skills in academic as well as arts and vocational.				1
A good basic academic education.	1			
2. Individualized instruction.	1			
Individualized instruction by accepting teachers.	1			
Much more attention given to students' individual needs, on the secondary as well as on the elementary level.	1			
Teachers who believe in directing attention toward meeting individual needs.	1			
Individualized instruction and acceptance of students as individuals.				1
Develop the student's potential for learning to the fullest.				1
More individual instruction with encouragement and guidance toward achieving academically and socially.		1		

TABLE 2 (continued) BASIC EDUCATIONAL NEEDS OF STUDENTS IN DAYTON SCHOOLS

	Task Force	Voluntary Transfers	New Teachers	Random Sample
3. Quality teachers.	1			
Qualified teachers.				1
Qualified, sensitive teachers	1			
Well-educated and dedicated teachers.	1			
Good teachers				1
Patience and concern for others: Lack of self-control upsets many learning situations.			1	
Teachers who design meaningful activities at which pupils can succeed.	1			
4. To be able to accept differences in others—human relations.		1		
Integration.	1			
End behavioral problems that result from racial tension.	1			
Reconcilliation between races and generations.	1			
Students to have good attitudes about themselves and each other.		1		
5. Grouping on ability level—not such a wide variation in groups.			1	
Primary teachers' class size small enough to teach basic skills well, with workshops that present all reading plans of value so teachers can choose the best for their situation.	1			
(See 5th item in #1.)				
6. Equal opportunity.	1			
Freedom to think.	1			
Freedom of education.	1			
7. Relevance.				1
Freedom of movement within the schools for vocational and other subjects. Offer remedial training and more varieties of subjects related to facing everyday situations: mechanical training, computer, homemaking, carpentry.				1
8. Guidance in academic endeavors.		1		
New opportunities with people, places, things and ideas.		1		
9. Have teachers use the materials available to them.	1			
An end to this administration-teacher in-fighting, the bureaucracy that keeps the teacher subservient to the "downtown office."	1			
10. Omitted answering	3			

Staff Integration

Voluntary transfers was the most frequently mentioned method of achieving staff integration, being named by members of all four groups surveyed, although sometimes in connection with another method. It accounted for a total of 15 responses. Typical of the comments were these statements in support of voluntary transfer:

> "Voluntary transfer makes for better atmosphere."
>
> "Stronger emphasis on voluntary participation. Forced integration of staff poses a threat to staff and to school neighborhoods which could interfere with discipline and with learning."

The method with the second highest number of frequencies was the assignment of new teachers to fill vacancies in racially different schools, with 6 responses. Only the new teachers group failed to have a single advocate of this method. Typical statements in support of using new appointments to further staff integration were:

> "Make all new assignments with staff integration in mind."
>
> "Each year add more teachers to the staff who would be willing to integrate if necessary."
>
> "Continue to assign new teachers to schools requiring staff integration."

The value of in-service training and workshops was recognized by at least one person in each group, giving a total of 4 responses for this technique. Another group of 4 people recognized the importance of administrative and counseling support for those who made transfers. Comments along this line included:

> "Make it clear to new and potential transfer teachers that they can expect and get administrative support in a school that has a racial difference. Knowledge of this support would relieve some of the fears that exist when going into any new school regardless of the reason."
>
> "Certainly the people who make this move should be counseled and given help during the year. To allow people to become disillusioned and not receive help certainly does not help the cause."
>
> "Continuous consultation and supervision with new skills, new materials, and consistent constructive feedback."

A gradual, more experiential type of adjustment was advocated by 5 persons. These innovative suggestions included the following:

> "Two teachers teaching the same subjects might trade classes at intervals and have conferences together in order to coordinate their classes and to resolve their difficulties."
>
> "Plan involvement between sister schools where activities of students and teachers could be seen in such a way that they both would benefit from it. Differences could be spotted, and likenesses noted, of both schools. Provide opportunity for teachers to visit and observe the teaching situation for a few days. With time to talk to other staff members, teachers themselves would help relieve rumors about other schools and give more security to people willing to change."
>
> "If teachers could visit other schools and see how they operate, many fears would be calmed about staff integration. If some teachers would not want to change schools after this, they may do more harm than good if they were forced to teach in a school they didn't like."
>
> "Better administration and faculty cooperation is needed. Allow transfers a 'trial period'. If they wish to transfer with reasonable request, grant it. Results of transfer could be discussed, and ideas and opinions aired in both areas of white and black."
>
> "Have teachers exchange positions for half a year."

Special incentives were advocated by 2 persons, while another suggested a strong public relations campaign to "really sell the idea":

> "Greater implementation of the Task Force's recommendation to make voluntary transfer more attractive."
>
> "Recruit if necessary! Ask teachers who have integrated to attend various local faculty meetings and talk up the idea, prepared to give reasons why teachers should integrate. Reprint the order from HEW stating that schools must be integrated."

Two persons wanted the principal to have the power to assign staff and 4 others gave support to arbitrary staff rotation in such comments as the following:

> "Make it a policy that people move—not a stigma."
>
> "Give the principal power to adjust their staffs."
>
> "Reassignment of teachers at request of the school principal when more reasonable methods have been exhausted."
>
> "System of rotation of teacher assignment every 3 years, or not to exceed 5 years in one school."
>
> "I personally don't feel a teacher should be allowed to just get 'stale' in one school. If teachers had to move around every 5 years or so, then they would be faced with new challenge."

That the ideal of achieving staff integration is complex in its implementation is implicit in these statements:

> "I can think of no short-range plan which would not be very painful."

> "Keep the class size down, add plenty of aides and resource teachers. Do not transfer older teachers unless voluntary. Work with the more flexible newer teachers. Contact teachers personally with 'professional' qualifications to fit in new positions. Help adjustment with inservice and plenty of personal contact and concern."

One individual suggested "a basic reorganization in some fashion, such as a pod" and another proposed "work toward open housing to help change neighborhood patterns." Another suggested:

> "Integrate the schools themselves. As a white person, I feel I would be more comfortable in an integrated school with an integrated staff."

Three persons either left the space blank or wrote "None" in answer to the question about staff integration. One member of the control group expressed a strongly negative point of view:

> "I strongly disapprove of this 'staff integration' ratio bit! Each teacher must meet at least minimum requirements to teach, so where's the beef? I don't understand what is being implied or suggested by 'equal' or 'quality' education. If the pay scale were the same all over the state, I feel possibly this would solve many existing problems of transfers—might instigate other problems though."

Because some of the above suggested methods of working toward staff integration oppose each other, the Equal Educational Opportunity Project staff members and the administration need to weigh carefully the opinions of those responding to the survey. That individuals perceive the problem quite differently is shown by the fact that their responses were so diversified. However, as the number of responses indicated, there was a strong tendency toward approving staff changes by voluntary transfers, along with assignment of qualified new teachers in positions to promote staff integration and support of the changes through in-service workshops and seminars, counseling, and personal support. It is important for EEO personnel and others to recognize the span of diversity of opinions.

Task Force Roles

The five functions listed in the EEO Project for Task Force members were listed in the survey for Task Force members to answer as to their degree of involvement. TABLE 3 indicates the extent of participation of the 33 Task Force members who responded to the survey.

TABLE 3
EXTENT OF FUNCTIONING OF TASK FORCE MEMBERS OF EQUAL EDUCATIONAL OPPORTUNITY PROJECT 1969-70 N = 33

Item	Not at All	Once or Twice	3 to 5 Times	Quite Often	Regularly Throughout The Year
1. Liaison person between school and central office.	52%	33%	3%	9%	3%
2. Resource person in building in aiding positive interaction among staff.	21%	24%	9%	21%	24%
3. Resource person in helping to determine needs within school relating to pupil interaction.	33%	21%	3%	30%	12%
4. Providing input to EEO office by making recommendations of activities that EEO might implement.	49%	42%	9%	0	0
5. Aide to principal in helping him and staff in the development of behavioral goals.	9%	27%	15%	18%	30%

As the table shows, the fifth role was carried out to a greater extent than any of the others, probably in relation to the city-wide instructional emphasis on behavioral goals during 1969-70. This item received the highest percentage in the column, "Regularly, throughout the year", while also receiving the lowest percentage in the category, "Not at all."

The second highest level of participation was "Serving as a resource person in aiding positive interaction among staff."

Third in incidence of participation was "Serving as a resource person in

helping to determine the needs within individual schools relating to pupil interaction."

The least function carried out by Task Force members, according to the survey, was to "Provide input to the EEO office by making recommendations of activities that the EEO office might implement", with nearly half of the group indicating no participation in this feedback procedure.

In answer to the open-ended question as to other functions carried on by Task Force members, responses varied from "Attended meetings" to "Held sensitivity sessions with teachers." One Task Force member added this criticism of the Task Force Meetings: "They seemed like wasted time, for no action came from these meetings, nothing but words."

On the other hand, besides attending meetings, some Task Force members were self-propelled in initiating other roles as listed in TABLE 4 below.

TABLE 4
SELF-INITIATED ROLES OF TASK FORCE MEMBERS IN EEO PROJECT

Item	Times Mentioned
Administrative duties	1
Aided new teachers in setting up goals	1
Tried to help my fellow workers become more aware of quality education	1
Talked up the concept	1
Observed at one school where a racial crisis was expected	1
Investigation of one school's "racial confusion" in the Fall	1
Talked with principals and teachers to allay rumors and encourage positive outlook	1
Tried for self growth	1
Worked with school committee for inservice workshop on black history	1
Held sensitivity session (grade level 6) focused on teacher relationships with other teachers, pupils, and administrators	1
Chairman of a group or committee	2
Conducted informal sessions with persons new to the building in effort to ease tensions that occurred	1
Visited a high school during "buddy week" and an elementary school where bussing had occurred	1
TOTAL	14

A total of 14 Task Force members or 42% of those returning the survey, added no item for Question 6, on the Task Force evaluation page of the EEO Survey.

Programs of Priority

In a second open-ended question, Task Force members were asked to identify programs which should receive priority in determining the activities of the EEO Task Force for 1970-71. As would be expected in an unstructured answer, the responses ranged from areas of communication to in-service to curriculum matters to organization of schools to miscellaneous suggestions, involving both specific and general statements concerning priorities. These suggestions are grouped in TABLE 5.

TABLE 5
SUGGESTIONS OF TASK FORCE MEMBERS FOR ACTIVITIES WHICH SHOULD RECEIVE PRIORITY

Area	Activities Suggested
Publicity and Communication	Acquaint public and staff with purpose of the EEO Task Force, to encourage teachers with questions to go directly to Task Force member in their building. Provide more information about its actual functioning. Use Task Force members in the community to provide information to quell doubts and uncertainty. Provide true facts about integration.
In-service Workshops and Seminars	Sensitivity workshops. Follow the Head Start emphasis on upgrading the educator. Require in-service of staff of schools integrated by busing to prepare them for the in-flow of intercity culture. Plans for providing quality education. (Good schools can be integrated easier than poor ones.) Train resource persons to aid positive interaction among staff. Conduct workshops and curriculum meetings to fuse ideas. Work on teacher attitudes and flexibilities. In-service for teachers assigned to racially different schools, with follow-up sessions. Programs directed at communities where Negroes and whites are integrating for the first time—working toward community involvement and understanding.

TABLE 5 (continued) SUGGESTIONS OF TASK FORCE MEMBERS FOR ACTIVITIES WHICH SHOULD RECEIVE PRIORITY

Area	Activities Suggested
Curriculum	Plan system-wide goals. Bring about accountability. Help develop and implement plans for meeting individual needs. Aid in development of affirmative educational program. Provide resource units in black history to be integrated in the curriculum.
Organization of Schools	Mixing of teachers. Work toward development of program to implement integration of staff across the city. Inter-school contacts: sharing, programs, and skills. Get members involved in integrated situations to give feedback. Work for integration of schools; complete integration of all schools.* Busing: children, parents, and communities need help.* Teacher transfer: Try to find more attractive means of encouraging transfers.*
Special Projects	Sponsorship of groups like "Voices, Inc." for children from all sections of the city.* Work on legislators to do something positive about open housing.
General	Activities to make members of Task Force feel useful. Understanding of new federal regulations and guidelines so that the staff knows what is enforceable. Student involvement.

* Suggested by more than one person.

Seven Task Force members, or 21%, listed no priority on the survey. Several persons made more than one suggestion. Viewed in the perspective of the needs of the Dayton schools, all of the items merit consideration in planning future programs.

Perceptions of Value of Teaching Skills in New Situations

A list of 13 teaching skills which might be desirable in new situations was given in Part I of the EEO Survey in a Likert-type scale for each group to consider from a mark of (1) "Strongly disagree" to a mark of (5) "Strongly agree." (See Appendix for copy of the EEO Survey.)

A weight of 5 points was assigned to each "Strongly agree" mark, 4 to each "Tend to agree", 3 to each "Uncertain", 2 to each "Tend to disagree", and 1 to each "Strongly disagree". It was then possible to find the average for each group on each item. Unfortunately, some of the items were omitted by a few of the respondents to the survey, but this was taken into consideration in computing the average.

Breakdown for the averages for each group for each item is given in TABLE 6 on page 13.

The total group placed a high value on items 5, 10, and 11, which rated a total average of 4.8, 4.8, and 4.7, respectively. All new teachers and the other teachers in new situations rated Item 11 as 5.0, indicating "Strongly agree." Items 5 and 10 were highest for Task Force members, each with a value of 4.8, as well as for the Control Group, who rated them averages of 4.8 and 5.0, respectively.

Item 5. Within each school, teachers should be provided with time and opportunity to create instructional materials which meet the specific learning requirements of individual children.

Item 10. Total school and classroom activities need to be organized with the kind of structural flexibility that meets the diverse needs of pupils for continuous learning.

Item 11. In a disadvantaged school, large group (or class) processes of instruction in some areas should be replaced with individualized modes of instruction or small group learning.

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TABLE 6

AVERAGE OPINION OF SAMPLES OF DAYTON STAFF CONCERNING VALUE OF CERTAIN TEACHING SKILLS IN NEW SITUATIONS

Item Number or Part I	Task Force Members		New Teachers		Voluntary Transfers in New Situations		Random Sample of Teachers		Total Responding to Survey Items	
	Number of Responses	Group Average	Number of Responses	Group Average	Number of Responses	Group Average	Number of Responses	Group Average	Number of Responses	Group Average
1	33	4.2	7	4.7	6	3.5	9	4.1	55	4.2
2	33	4.2	7	3.9	6	3.8	9	4.4	55	4.1
3	33	4.5	7	4.9	6	4.5	9	4.7	55	4.6
4	33	4.2	7	4.6	6	4.2	9	3.9	55	4.2
5	33	4.8	7	4.7	6	5.0	9	4.8	55	4.8
6	33	4.3	7	4.3	6	4.7	9	3.9	55	4.3
7	33	4.6	7	4.7	6	4.8	9	4.5	54	4.6
8	33	4.5	7	4.4	6	3.7	9	4.3	55	4.4
9	33	4.1	7	4.1	6	3.5	9	4.3	54	4.1
10	33	4.8	7	4.7	6	4.8	9	5.0	55	4.8
11	33	4.6	7	5.0	6	5.0	9	4.6	55	4.7
12	32	4.1	7	4.3	6	3.5	9	4.4	54	4.1
13	33	4.3	7	4.6	6	4.5	9	4.2	55	4.4

Task Force members and teachers in new situations, chiefly as voluntary transfers to racially different schools, gave a high average value to Items 6 and 7, as shown in TABLE 6.

Item 6. Efforts should be made for the school to become more of a community center, involving parents in planning for and implementing their children's learning.

Item 7. In order to teach Black history, culture, and other special courses which relate to interracial understanding, teachers should be provided with a wide variety of materials from which to choose those most applicable at the various grade levels and for particular courses.

New teachers also pointed out the special value of Items 1 and 3:

Item 1. Teachers who transfer should have training in assessing pupils' abilities and learning skills in order to plan curriculum activities which will be meaningful to pupils.

Item 3. Teachers should be provided with in-service training in applying specific training techniques in areas where intellectual and educational deficits are most severe among the disadvantaged.

The control group put special emphasis upon Item 3 and Item 10, both quoted above.

Lowest values for the total group were Items 2, 9, and 12, although the 4.1 average for the total group on these items noted "Tend to agree." Lowest for the Task Force members were Items 9 and 12, with an average of 4.1. New teachers placed lowest value, 3.9, on Item 2, although in the Self-Actualization marking of the same list, they felt less than "Moderately successful" in this area of "selecting and applying teaching strategies which reflect pupils' different levels of ability and achievement," as is shown in TABLE 7 on page 19. The control group gave Items 4 and 6 their lowest value of 3.9, just below "Tend to agree."

Open-ended Item 14 for the survey participants to add their own concern in the area of teaching skills, brought a total of 20 different responses from the 55 persons who completed the survey.

No additional response was made by the following:

19	Task Force members,	58% of those sending in the survey
3	new teachers,	43% of those sending in the survey
3	transfer teachers,	50% of those sending in the survey
5	control group,	56% of those sending in the survey
30	of the total group,	55% of those sending in the survey

That more than half of those responding to the survey added no additional item may be interpreted that the list seemed fairly comprehensive to these people. All of the additional responses from the other 25 persons are listed, although, strictly speaking, some of the write-in items might not be construed as being in the area of teaching skills.

Suggestions to Supplement Teaching Skills in New Situations

Task Force members added these items:

"Less demand on teacher's time, especially at the elementary level, before and after school."

"In-service course to help correlate Black History and culture."

"Visits to other schools by educational personnel. (This was cut short this year.)"

"Home visitations as a requirement, but made only if the parent is first contacted and seems agreeable."

"Each sub-group should seek unity among themselves and with the larger school organization, seeking better relationships with other schools."

"Pure honesty with the student, development of true empathy for teacher and student."

"Use of aides for small group work for more individualized instruction."

"Reduce the teacher-pupil ratio to 1 to 20 per class."

New teachers considered these items important and added them:

"Many opportunities to take the children out of the building on field trips."

"Available curriculum guide."

"Positive attitude toward children in the new situation and a basic faith in their abilities."

"Teachers should express themselves as people and be vulnerable to the emotional climate of the room, not operate as plastic "yes" men."

Transfer teachers made these comments in answering Item 14:

"Teachers should become acquainted with their new school community prior to September."

"In the follow through situation, I am allowed at least half an hour of time during the day to plan, prepare materials, etc.; this is very important to me."

"Just what is being done: interesting experimental programs, in-service programs, etc."

The random sample group suggested the following:

"A visitation period of 9 weeks or exchange of teachers that have not had contact with members of other races."

"More information about the school environment as related to what the community is really like."

"A class ratio of 15 to each teacher."

"One state salary scale and eliminate the loss of pays if or when transferring."

Self-Actualization in Applying Teaching Skills

In a parallel column to the 12 items of Part I, staff members were asked to rate their own performance during 1969-70 in the area of each item, marking according to the following Key:

1. Little success
2. Some success
3. Moderately successful
4. Usually successful
5. Highly successful

The item with the highest rating, 4.3, in Self-Actualization for the total group was Item 13:

Item 13. Friendship of a teacher with a member of another race is related to the teacher's own positive attitudes about members of another race.

In the group of teachers in new school situations which differed racially from themselves, the rating given to Item 12 was 5.0, with five members of the group who answered this item marking it 5. One member of the transfer group, one member of the random sample of teachers, and four Task Force

members omitted an answer to the Self-Actualization blank, so that the rating of 4.3 was based upon 49 responses.

The area in which the staff felt least successful was Item 6, dealing with making the school become more of a community center, "involving parents in planning for and implementing their children's learning." The average for the total group for this item was 2.1, slightly above "Some success." New teachers and teachers who transferred to racially different schools gave especially low ratings to their own Self-Actualization in this area, ratings of 1.6 and 1.4, respectively.

Item 7, dealing with black history and cultural materials, was lowest for the random sample in Self-Actualization (2.5). This group also considered themselves less than "Moderately successful" (2.7) in the areas of Item 5 (time and opportunity to create instructional materials to meet the specific learning requirements of individual children) and Item 8 (opportunity to attend seminars in understanding forces of social interaction as they relate to historical, cultural, economic, and attitudinal differences associated with race and class status). Task Force members also rated Item 5 as second lowest in Self-Actualization.

Teachers who transferred to racially different schools gave the same average rating, 2.7, to Item 5, but gave a still lower average rating, 2.3, to Item 9.

> Item 9. Teachers need access to and practice in the utilization of principles bases on social psychological research that is related to changing intergroup attitudes.

Next to Item 6, new teachers gave their lowest average rating, 2.3, to Item 12, in measuring their own Self-Actualization in the area.

> Item 12. At the outset of a course, pupils' learning experiences should involve extensive structure or control until self-maintenance of desirable learning behaviors become strongly set.

This may be interpreted as an indication that discipline, or class control, is something of a problem for new teachers, or, perhaps, that the new

teachers may feel more inclined toward less structure and control.

TABLE 7 on the following page provides a listing of the average ratings for each group, item by item. A further item analysis in comparing the results of Self-Actualization given in TABLE 7 with the theoretical values given in TABLE 6 on page 13, was not possible because of time limits set for the evaluation report. Since the responses refer to the same items, the reader may wish to make further interpretations on his own in comparison of the two tables.

While few omissions were made in the theory column, a number of omissions were made in answer to the question, "How do you rate your own performance this year in this area?" This may reflect, for some individuals, a kind of unwillingness for analysis of self-performance, or as some Task Force members indicated, administrators did not feel a necessity of answering Self-Actualization blanks. No new teachers omitted any items in the Self-Actualization column.

In general, in interpretation of the Self-Actualization responses, the respondents to the survey felt only "Moderately successful" in the areas in which they marked "Tend to agree" or "Strongly agree" as matters of principle which should prevail. Therefore, a greater educational opportunity for children and young people could evidently be brought about through the establishment of policies which provide teachers with the necessary conditions and situations whereby they may be better able to bring about certain aspects of quality education which relate to their own teaching skills.

TABLE 7
AVERAGE RATINGS IN SELF-ACTUALIZATION OF SAMPLES OF DAYTON STAFF CONCERNING CERTAIN TEACHING SKILLS

Item Number on Part I	Task Force Members		New Teachers		Voluntary Transfers in New Situations		Random Sample of Teachers		Total Responding to Survey Items	
	Number of Responses	Group Average	Number of Responses	Group Average	Number of Responses	Group Average	Number of Responses	Group Average	Number of Responses	Group Average
1	29	3.6	7	3.1	6	4.3	9	3.6	51	3.6
2	32	3.4	7	2.9	6	3.5	9	3.3	54	3.4
3	32	3.1	7	2.9	6	3.5	7	3.6	52	3.2
4	32	3.8	7	3.1	6	4.0	9	3.1	54	3.5
5	33	2.8	7	2.9	6	2.7	9	2.7	55	2.8
6	30	2.3	7	1.6	5	1.4	9	2.8	51	2.1
7	30	3.2	7	2.3	5	3.0	8	2.5	50	3.0
8	31	3.2	7	2.7	4	3.8	9	2.7	51	2.9
9	30	3.0	7	3.1	4	2.3	7	3.7	48	3.1
10	30	3.8	7	3.0	6	3.0	9	3.7	52	3.6
11	30	3.2	7	3.0	6	3.7	7	3.3	50	3.2
12	29	3.4	7	2.3	4	5.0	8	3.1	48	3.4
13	29	4.3	7	3.9	5	5.0	8	4.1	49	4.3

Perceptions of Pupils and Their Achievement

A listing of 21 statements in Part II referred to black and white pupils and their achievement. Respondents to the survey were asked to make a "candid appraisal" of each statement, using the same Likert-type scale as used in the first column of Part I of the survey:

1. Strongly disagree
2. Tend to disagree
3. Uncertain
4. Tend to agree
5. Strongly agree

These statements included a number designed to reveal opinions of staff about pupils and their achievement under integration. The composite averages of the four groups on each item provide a kind of snapshot view of staff opinion.

The two items on which three of the groups marked "Tend to disagree" were Item 7 and Item 6, with an average total rating of 2.3 and 2.5, respectively. The random sample group gave an average of 3.1 to each of these items, generally "Uncertain."

Item 7. White student achievement tends to suffer under integration when white students are in the majority.

Item 6. White student achievement tends to suffer under integration, if white students are in a minority.

Teachers who were voluntary transfers gave these items very low ratings: 1.8 and 2.0, while new teachers assigned to racially different schools gave them averages of 2.2 and 2.0. Item 7 had the lowest average of the 21 items for the Task Force members: 1.9, while Item 6 was in the direction of "Uncertain" with an average of 2.6.

Both the Task Force members and the voluntary transfers had averages somewhat toward "Tend to disagree" with Item 4 (2.5 and 2.6), a matter about which new teachers were "Uncertain" (3.3), while the random sample marked it "Tend to agree" (3.9). Average for the total group was, thus, "Uncertain" (2.9).

Item 4. Differences in achievement between integrated and segregated Negro students are of only minimal significance.

At the opposite end of the scale, both voluntary transfers and new teachers had a tendency toward "Strongly agree" for Item 11 (4.7 and 4.9), an item with which the other two groups marked "Tend to agree" (4.2), the total average being 4.3, highest for any item.

Item 11. The integrated setting has a great potential for producing better interracial understanding.

The random sample of teachers also tended toward "Strongly agree" on Item 9 and Item 20, with high averages of 4.8 on both items, while the Task Force members marked them "Tend to agree" (4.2 and 4.1). In contrast, on these two items, the voluntary transfer teachers had an average of "Uncertain" (3.4 and 3.3). New teachers were more "Uncertain" on Item 9 (3.4), and registered an average of 4.4, "Tend to agree", on Item 20.

Item 9. Integration by itself will not automatically bring about improvement in interracial understanding.

Item 20. The student's immediate home neighborhood exerts an important effect on his achievement, independent of family social class, ability factors, and school class composition.

On Item 19, three of the groups averaged "Tend to agree" (4.2, 4.1, and 3.8), while the voluntary transfer teachers had an average of 3.5, more in the direction of "Uncertain." The total average was 4.1, "Tend to agree."

Item 19. Family social class exerts an important influence on student achievement.

Task Force members gave averages of 4.2 to Item 10 and Item 13, indicating "Tend to agree." Item 13 was the second highest average (4.6) for voluntary transfer teachers, ranking second to Item 11 noted above for this

group. The random sample average was 3.7 for Item 13, while the new teachers' average was 3.6, giving a total average of 4.1. The random sample also had a definite "Tend to agree" (4.4) for Item 10, but the voluntary transfer group and new teachers were more "Uncertain" (3.2 and 3.3), providing a total average of 4.0, "Tend to agree."

Item 10. Integration by itself will not automatically bring about improvement in achievement levels for Negro students.

Item 13. To facilitate achievement, integration requires an atmosphere of low social threat, a low level of anxiety, and minimal conflict.

Another item in which the total average was generally "Tend to agree" (3.9), was Item 16. New teachers gave this item 4.0, Task Force members 3.9, and the others 3.8 and 3.7. This item should be considered in connection with Item 15 for which only the random sample had a "Tend to agree" (3.9), with voluntary transfer teachers and new teachers definitely "Uncertain" (3.0) and Task Force members with an average half way between "Uncertain" and "Tend to agree" (3.5). Total average for Item 15 was 3.5.

Item 15. Overall, integration does help the average Negro student to close some of the gap between the achievement of white and Negro students, but it does not appear to have the potential to completely close the gap.

Item 16. To close the gap, integration should be accompanied by a number of additional, specific programs designed for the disadvantaged.

All of the other groups except the Task Force members were "Uncertain" about Item 17. Task Force members were more in the direction of "Tend to disagree" (2.4), while the voluntary transfer teachers' average of 3.5 was farther in the direction of "Tend to agree" than the others.

Item 17. There is no gap between the achievement of the average white and the average black student.

The total average for Item 1, Item 2, and Item 12, was the same (3.8), interpreted as "Tend to agree." The Task Force members' average for Item I was somewhat "Uncertain" (3.6). New teachers were definitely "Uncertain" about Item 2 (3.1). The random sample group was "Uncertain" about Item 12 (3.1).

Item 1. Integrated Negro students, as a group, achieve at least as well as segrated Negro students.

Item 2. In many cases, integrated Negro students achieve at higher levels than segrated Negro students.

Item 12. The integrated setting has a great potential for producing an increased orientation toward achievement.

Somewhat in doubt, but closer to "Tend to agree" (3.6) is the total average for Item 5. The voluntary transfer teachers gave this an "Uncertain" average of 3.2, while the other groups rated it 3.7.

Item 5. Negro students in integrated schools with a high social class tend to do better than Negro students in an integrated school whose social class composition is lower.

Other items were generally rated as "Uncertain" by the total group: Item 14 (3.4), Item 18 (3.1), Item 3 (3.0), and Item 21 (3.0). On Item 14, voluntary transfer teachers averaged in the direction of "Tend to disagree" (2.4), while new teachers generally marked it "Tend to agree" (3.9). On Item 3, the random sample group average was in the direction of "Tend to agree" (3.8), in contrast to the others. New teachers averaged "Tend to agree" (4.0) on Item 21, while the other groups were all "Uncertain."

Item 14. To facilitate achievement, integration requires an atmosphere of high achievement expectation.

Item 18. Any student (black, white, or member of other identifiable group) is likely to suffer some degree of educational disadvantage as a facet of attending a school or being in a classroom with predominantly lower status people.

Item 3. Segrated Negro students frequently achieve as well as integrated students.

Item 21. To encourage maximum achievement, schools should organize classroom grouping by ability levels.

Listing of the averages for each item by the four groups is given in TABLE 8.

In conclusion, any one or any grouping of these items might become the subject of specific research as to the actual situation in Dayton schools. Up to the present time, however, achievement test information in the Dayton schools has not been compiled "by race", but rather by school and by grade level within the school. For Dayton schools, therefore, the proof or disproof of any item is not available. TABLE 8 gives the opinions of those who responded to the survey, but does not, in itself, either prove or disprove any of the statements. Opinions are valuable in assessing where a school system stands in the perceptions of the professionals who work with students.

(Some of these items have been investigated in other school systems, as is pointed out in "Racial and Social Class Isolation in the Schools—A Report to the Board of Regents of the University of the State of New York", published by the Division of Research of the New York State Education Department in December 1969.)

A tally was made of how the survey respondents considered that they had arrived at their conclusions for Part II. About 64% of the total group named a single source, or basis of their point of view. Their responses were distributed as follows:

It's common knowledge	6%
My own hunch	20%
Personal experience	65%
Test results	3%
Research reports	6%

TABLE 8

AVERAGE OPINIONS OF SAMPLES OF DAYTON STAFF CONCERNING PUPILS AND THEIR ACHIEVEMENT

Item Number on Part II	Task Force Members		New Teachers		Voluntary Transfers in New Situations		Random Sample of Teachers		Total Responding to Survey Items	
	Number of Responses	Group Average	Number of Responses	Group Average	Number of Responses	Group Average	Number of Responses	Group Average	Number of Responses	Group Average
1	33	3.6	7	4.1	5	4.0	8	3.8	53	3.8
2	33	3.9	7	3.1	5	3.8	9	3.8	54	3.8
3	33	2.7	7	3.4	5	2.6	9	3.8	54	3.0
4	33	2.5	7	3.3	5	2.6	9	3.9	54	2.9
5	33	3.7	7	3.7	5	3.2	9	3.7	54	3.6
6	33	2.6	6	2.0	5	2.0	9	3.1	53	2.5
7	33	1.9	6	2.2	5	1.8	9	3.1	53	2.3
8	33	3.6	6	3.7	5	3.6	9	3.6	53	3.6
9	33	4.2	7	3.4	5	3.4	9	4.8	54	4.1
10	33	4.2	7	3.3	5	3.2	9	4.4	54	4.0
11	33	4.2	7	4.9	6	4.7	9	4.2	55	4.3
12	33	4.0	6	3.8	5	3.8	9	3.1	53	3.8
13	33	4.2	7	3.6	5	4.6	9	3.7	54	4.1
14	33	3.5	7	3.9	5	2.4	7	3.1	52	3.4
15	33	3.5	6	3.0	5	3.0	8	3.9	52	3.5
16	33	3.9	6	4.0	6	3.8	9	3.7	54	3.9
17	33	2.4	6	3.2	6	3.5	9	3.1	54	2.9
18	33	3.2	6	3.3	5	2.8	9	2.9	53	3.1
19	33	4.2	6	3.8	6	3.5	8	4.1	53	4.1
20	33	4.1	7	4.4	6	3.3	9	4.8	55	4.2
21	33	2.8	7	4.0	6	3.3	9	2.9	55	3.0

The remainder of the total group gave combinations of two, three, or all of the bases suggested. Their responses were tallied separately, as follows:

It's common knowledge	7%
My own hunch	16%
Personal experience	42%
Test results	13%
Research reports	22%

For both ways of answering, the respondents relied chiefly on "Personal experience" in arriving at their "points of view." Those marking more than one response were more likely to include "Test results" or "Research reports" than those marking a single one.

Perceptions of Dynamics of Interaction

Part III of the EEC Survey listed 28 items with the title, "Dynamics of Interaction." The phrasing of these items served to bring out a wide diversity of opinion from the 55 respondents to the survey and inspired a good number of write-in comments. A final item of Part III asked for a rank order of the three most important causal factors of "unrest in the schools." With responses weighted three points for a first choice, two points for a second choice, and one point for a third, TABLE 9 lists the factors for the total group in rank order and indicates the rankings of each subgroup.

As is shown in the table, the groups were generally agreed that "A social climate of protest and disorder" was the chief causal factor, although the random sample of teachers reversed this factor with the one given second place by the total group, "Direct outside provocation and direction."

Of least importance as a causal factor for school unrest, as viewed by those who responded to the survey, was "Hostility between black and white students", although this was ranked 4 by the voluntary transfers and 6 by the new teachers, both of the latter groups being in racially different schools.

TABLE 9

RANKING OF CAUSAL FACTORS OF UNREST IN SCHOOLS BY SAMPLING OF DAYTON STAFF

Causal Factor	Weighted Value	Ranking by Total Group	Task Force Members		New Teachers		Voluntary Transfers		Random Sample	
			Value	Rank	Value	Rank	Value	Rank	Value	Rank
A social climate of protest and disorder	96	1	60	1	12	1	12	1	12	2
Direct outside provocation and direction	69	2	38	2	7	2	11	2	13	1
Search for excitement	31	3	17	5	6	3	0	8	8	3
Educational grievances	28	4	18	3	5	4	1	6	4	4
Personal grievances	25	5	15	6	5	4	1	6	4	4
Whites' fear and distrust of Negroes	25	5	17	4	0	7	4	3	4	4
Negroes' fear and distrust of Whites	20	7	13	7	0	7	3	4	4	4
Hostility between Black and White students	15	8	9	8	1	6	3	4	2	8

Other causal factors for unrest in schools were added by Task Force members and new teachers who responded to the survey. They are listed below with the rank given to them by eight individuals who added items.

Rank	Causal Factor Suggested
1	Uncertainty in how to cope with the social and economic consequences of our scientifice age. (Task Force member)
1	Selfishness of doing your own thing when you want to. (New teacher)
2	Poor quality of education due to lack of preparation by educators. (Task Force member)
2	A failure to "listen" and to "lead" the educational system to a relevant curriculum. (Task Force member)
2	Socio-economic differences. (New teacher)
3	Hostility and fear between black and white parents. Fear of loss of identity and loss of social standing. (Task Force member)
3	Mistrust of the system by all protesting groups. (New teacher)
(No rank)	Influence of promoters of marihuana, dope, and LSD. (New teacher)

A tabulation of the averages for each of the sub-groups, item by item, is shown in TABLE 10, with the averages grouped according to their tendency to fit the key for Part III of the survey.

1. Strongly disagree
2. Tend to disagree
3. Uncertain
4. Tend to agree
5. Strongly agree

The first four items, dealing with students' respect for teachers and administrators according to race, brought a general tendency toward "Tend to disagree", with total group averages of 2.0, 2.2, 2.0, and 2.2 for the four items. The voluntary transfer teachers' average of 1.7 for each of these items indicated more disagreement with the statements than the other three groups. On the other hand, the random sample group average was close to "Tend to disagree" with 1.8 on Item 1, but had a tendency toward "Uncertain" for Item 2, Item 3, and Item 4 (2.6, 2.6, 2.9). Disagreement with these four items reflects staff opinion that students, regardless of race, do respect teachers and administrators, regardless of race. That the averages were nearer 2 than 1, or "Strongly disagree", may mean that, in staff opinion, there is room for improvement.

Item 1. White students do not respect black teachers and administrators.

Item 2. Black students do not respect white teachers and administrators.

Item 3. White students do not respect white teachers and administrators.

Item 4. Black students do not respect black teachers and administrators.

Voluntary transfers also were definite (1.8) in "Tend to disagree" with Item 5 and Item 6, about which the other groups were more "Uncertain", resulting in total group averages of 2.6 and 3.2, "Uncertain."

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"Uncertain." Task Force members favored "Tend to agree" with Item 12 (3.9), as did the random sample (3.6), while the other two groups had averages close to "Uncertain."

Item 9. Most white liberals do not want to send their children to predominantly black schools.

Item 10. Upper class Negroes want to send their children to predominantly white schools.

Item 11. Blacks of a low socio-economic class do not want to send their children to integrated schools.

Item 12. Whites of a low socio-economic class do not want to send their children to integrated schools.

New teachers and voluntary transfers again substantially agreed on Item 24, with averages of 4.0 and 3.8, "Tend to agree." The random sample group was "Uncertain" (3.1), while the Task Force members were at the halfway point between these two positions (3.5).

Item 24. Racially and socially isolated schools are a factor in the rise of delinquency among lower-status adolescents, whether black or white.

All except the random sample group had the same average (4.0), "Tend to agree", for Item 25. The random sample average was 3.1, "Uncertain."

Item 25. The general failure to eliminate segregation in the nation's schools, whether de jure or de facto, has increased the level of interracial mistrust among whites and blacks.

The new teacher average for Item 26 was in the direction of "Tend to agree" (3.8), with the other three groups all "Uncertain", 3.2, 3.0, and 2.8.

Item 26. A disproportionate amount of time is spent by the teacher on discipline problems in a newly integrated situation.

Three of the groups averaged "Tend to agree" on Item 27 (4.0, 4.0, and 3.8), a matter about which the random sample was more than uncertain (2.7).

Item 27. Racial conflict in a school is usually triggered by a minor incident involving 2 or 3 students.

The random sample group again stood alone with an average of 2.4 approaching "Tend to disagree" for Item 28. The other groups clustered about "Tend to agree" with averages of 4.1, 4.3, and 3.8.

Item 28. Security guards in a school can do little more than maintain an uneasy peace.

In an attitude questionnaire, such as Part III of this survey, the diversity of opinion as represented by the averages of the sub-groups, often provides the kind of specific information which is obscured by a total mean. Careful study of TABLE 10, where the clusters of average responses are readily visible, reveals these differences.

As in other parts of the survey, the average for the total group reflected the influence of the group of Task Force members which was far larger than any of the other groups returning the survey. New teachers and voluntary transfers were both working in racially different situations, a circumstance which might account for their agreement on a number of statements.

In Part III, the random sample of staff had many more averages in the "Uncertain" category than any of the other groups, while the new teachers had fewest.

New teachers and the voluntary transfers has more items of "Strongly agree", with voluntary transfers having five items averaging 5.0, indicating a very firm opinion of this group on the items so marked.

A column for "Strongly disagree" was omitted from TABLE 10 because no item had an average of 1.5 or less.

TABLE 10

AVERAGE OPINIONS OF SAMPLING OF DAYTON STAFF ON DYNAMICS OF INTERACTION, PART III OF EEO SURVEY

Number on Part III	Task Force Members				New Teachers				Voluntary Transfers				Random Sample				Total Group			
	2	3	4	5	2	3	4	5	2	3	4	5	2	3	4	5	2	3	4	5
1	2.1				2.3				1.7				1.8				2.0			
2	2.3				2.2				1.7					2.6			2.2			
3	1.9				1.8				1.7					2.6			2.0			
4	2.0				2.3				1.7					2.9			2.2			
5	2.4					3.0			1.8					2.7			2.5			
6		2.7				2.8			1.8					2.6				2.6		
7		2.8					3.8				4.5				4.0			3.2		
8		3.4					4.2				4.5				4.0				3.7	
9			3.6			3.3				3.3				3.3				3.5		
10		3.5					3.7			3.3				3.4				3.5		
11		3.0				3.2				3.2				3.0				3.0		
12			3.9			2.8				3.5					3.6				3.7	
13				4.7				4.9				5.0				4.8				4.8
14				4.8				5.0				5.0				4.9				4.8
15			4.4				4.2				4.0			3.2				4.1		
16			4.1				4.0				4.3			3.0				3.9		
17		2.9			1.8					2.7			1.8					2.6		
18		3.0				3.5				3.5			2.3					3.0		
19			4.1				4.7				5.0				4.1				4.3	
20	2.5					2.8				2.8			1.9				2.5			
21				4.8			5.0				5.0				4.7					4.8
22			4.3				4.8				4.7				4.8				4.5	
23				4.7			4.8				5.0				4.8					4.7
24		3.5					4.0			3.8				3.1				3.6		
25			4.0				4.0			4.0				3.1				3.8		
26		3.2					3.8		3.0					2.8			3.2			
27			4.0				4.0			3.8				2.7				3.8		
28			4.1				4.3			3.8			2.4					3.8		

KEY: 2, Tend to Disagree 3, Uncertain 4, Tend to Agree 5, Strongly Agrce

Factors Which Tend to Cause Interferences With Learning

If quality education for all students becomes a common goal, then there needs to be some analysis of those factors which tend to interfere with learning, in order that their force may be minimized.

In Part IV of the EEO Survey, respondents were asked to choose among 32 listed factors, those which they judged caused interferences with learning and to place them in rank order. In order to point up any differences in their perceptions regarding White and Negro students, the two columns of blanks beside the item were headed "White" and "Negro."

Instead of completing their judgments of both columns, some respondents chose to do one column or the other, while some ignored this part of the survey altogether. A few gave identical rankings to the factors for both columns. These were all used in the composite tables found on the following pages, showing the comparative rankings for White and Negro students for each sub-group.

Other respondents ignored the directions for Part IV, and placed their own weights on the factors, such as using three or seven 1's, four 2's, five 3's, etc., to indicate that they felt certain factors were equal in value. Because using these returns would have given those individuals the equivalent weight of several other respondents, their responses were not tabulated. For example, one Task Force member marked 12 1's and added the comment at the end: "These are all of importance great enough that I would not try to rank them!"

In tabulation of the rankings, a "1" was given 20 points, a "2" 19 points, and so on in descending order of points. Most respondents did not include as many as 20 factors, although a few did. Composite rankings for each group was then made, according to the number of points each item received. Items which had the same number of points are indicated on the tables as "ties."

Any item which ranked in the top 25, according to the composite number of points accumulated in a sub-group, may be found in the four tables, with the exception that only 20 factors are ranked for the voluntary transfer teachers. Here, for example, "Poor attendance" as a factor causing interference with learning was ranked first for White students by all sub-groups except the random sample, who gave more importance to 16 other factors. For Negro students, the voluntary transfer teachers gave "Poor attendance" first place, Task Force members placed it second, new teachers seventh place, and the random sample 18th.

On the four tables, "Lack of reading ability for grade or course" for White students was ranked second, 11th, 4th, and 4th, as an important factor interfering with learning. For Black students, this same factor was ranked first, 5th, 4th, and 3rd.

New teachers ranked "Lack of ability to listen and pay attention" second for White students and first for Negro students. While the more experienced staff placed this factor farther down on the list, it still could be classified within the top ten: Task Force members, 7th and 4th; Voluntary transfers, 2nd for both groups; and Random sample, 10th and 15th.

The random sample had two quite different perceptions of the most important factor: for White students, "Lack of motivation", and for Black students, "Lack of respect for authority of the teacher." "Lack of motivation" was ranked in 6th place for both groups by Task Force members, in 4th and 3rd by new teachers, and in 3rd place for both groups by the voluntary transfers. The random sample placed "Lack of motivation" in fifth place for Negro students.

"Lack of respect for authority of the teacher" ranked much farther down the list, according to the other groups: Task Force members, 15th and 17th; new teachers, 8th and 11th; and voluntary transfers, 7th and 6th. The random sample gave this factor 8th place for White students.

TABLE 11

COMPOSITE RANKING BY TASK FORCE MEMBERS OF FACTORS THEY BELIEVE INTERFERE WITH LEARNING FOR WHITE AND NEGRO STUDENTS

Rank	White Students	Negro Students
1	Poor attendance	Lack of reading ability for grade or course
2	Lack of reading ability for grade or course	Poor attendance
3	Lack of family support for educational goals	Level of language development
4	Poor self-esteem (poor self-concept)	Lack of ability to listen or pay attention
5	Lack of problem-solving ability	Poor self-esteem (poor self-concept)
6	Lack of motivation	Lack of motivation
7	Lack of ability to listen or pay attention	Lack of family support for educational goals
8	Lack of language development	Avoidance of participation in class work
9	Lack of general readiness for grade or course	Lack of general readiness for grade or course
10	Feelings of inferiority in face of teacher expectations	Economic disadvantage
11	Non-compliance with class assignments	Cultural disadvantage
12	Cultural disadvantage	Defensive orientation (interpersonal conflicts)
13	Economic disadvantage	Lower social class or status
14	Today's climate of dissent	Today's climate of dissent
15	Lack of respect for authority of teacher	Lack of feeling of effective control of environment
16	Avoidance of participation in class work	Lack of problem-solving ability
17	Health problems	Lack of respect for authority of teacher
18	Anxiety	Non-compliance with class assignments
19	Defensive orientation (interpersonal conflicts)	Health problems
20	Difficulty with comprehension of abstract concepts	Malnutrition
21	Lack of feeling of effective control of environment	Anxiety
22	Excessive interest in the opposite sex	Difficulty with comprehension of abstract concepts
23	Malnutrition	Lack of vocational aspirations of youth
24	Use of drugs	Difficulty with adopted text and learning materials
25	Lower social class or status	Difficulty of learning tasks required in the course

* Bracket (⊏) indicates tie rank.

TABLE 12

COMPOSITE RANKING BY NEW TEACHERS OF FACTORS THEY BELIEVE INTERFERE WITH LEARNING FOR WHITE AND NEGRO STUDENTS

Rank	White Students	Negro Students
1	Poor attendance	Lack of ability to listen or pay attention
2	Lack of ability to listen or pay attention	Lack of family support for educational goals
3	Difficulty of adopted text and learning materials	Lack of motivation
4	Lack of motivation	Defensive orientation (interpersonal conflicts)
5	Lack of vocational aspirations of youth	Lack of reading ability for grade or course
6	Lack of family support for educational goals	Lack of general readiness for grade or course
7	Defensive orientation (interpersonal conflicts)	Poor attendance
8	Lack of respect for authority of teacher	[Difficulty of adopted text and learning materials
9	Today's climate of dissent	[Poor self-esteem (poor self-concept)
10	Poor self-esteem (poor self-concept)	Level of language development
11	[Lack of reading ability for grade or course	Lack of respect for authority of teacher
12	[Desire for excitement	Lack of problem-solving ability
13	[Lack of problem-solving ability	Difficulty with comprehension of abstract concepts
14	[Anxiety	Economic disadvantage
15	Lack of general readiness for grade or course	Non-compliance with course assignments
16	Difficulty of learning tasks required in course	Today's climate of dissent
17	Lack of language development	Avoidance of participation in class work
18	Non-compliance with course assignments	Difficulty of learning tasks required in course
19	Self-indulgence in face of difficulty and work	Anxiety
20	Lack of feeling of effective control over environment	Desire for excitement
21	Difficulty with comprehension of abstract concepts	Lack of vocational aspirations of youth
22	Feelings of inferiority in face of teacher expectations	Low general intelligence
23	[Low general intelligence	Low social class or status
24	[Economic disadvantage	Self-indulgence in face of difficulty and work
25	[Lower social class or status	Lack of feeling of effective control of environment

* Bracket ([ ) indicates tie rank.

TABLE 13

COMPOSITE RANKING BY VOLUNTARY TRANSFERS OF FACTORS THEY BELIEVE INTERFERE WITH LEARNING FOR WHITE AND NEGRO STUDENT

Rank	White Students	Negro Students
1	Poor attendance	Poor attendance
2	Lack of ability to listen and pay attention	Lack of ability to listen and pay attention
3	Lack of motivation	⌜Lack of motivation
4	Lack of reading ability for grade or course	⌞Lack of reading ability for grade or course
5	Anxiety	Lack of general readiness for grade or course
6	Lack of problem-solving ability	Lack of respect for authority of the teacher
7	Lack of respect for authority of the teacher	Lack of problem-solving ability
8	Economic disadvantage	Economic disadvantage
9	Lack of vocational aspirations of youth	Avoidance of participation in class work
10	Lack of general readiness for grade or course	Level of language development
11	Level of language development	⌜Poor self esteem (poor self-concept)
12	Avoidance of participation in class work	⌞Lack of family support for educational goals
13	Today's climate of dissent	⌜Anxiety
14	Low general intelligence	⌞Malnutrition
15	Lack of family support for educational goals	Lack of vocational aspirations of youth
16	Self-indulgence in face of difficulty and work	Difficulty of adopted text and learning materials
17	Defensive orientation (inter-personal conflicts)	Difficulty with comprehension of abstract concepts
18	Poor self esteem (poor self-concept)	⌜Today's climate of dissent
19	Non-compliance with course assignments	⌞Difficulty of learning tasks required in the course
20	Avoidance of participation in class work	Self-indulgence in face of difficulty and work

* Bracket (⌜) indicates tie rank.

TABLE 14

COMPOSITE RANKING BY RANDOM SAMPLE OF TEACHING STAFF OF FACTORS THEY BELIEVE INTERFERE WITH LEARNING FOR WHITE AND NEGRO STUDENTS

Rank	White Students	Negro Students
1	Lack of motivation	Lack of respect for authority of the teacher
2	Lack of problem-solving ability	Difficulty of adopted text and learning materials
3	Level of language development	Lack of reading ability for grade or course
4	Lack of reading ability for grade or course	⌜Level of language development
5	Non-compliance with course assignments	⌞Lack of motivation
6	Poor self esteem (poor self-concept)	⌜Difficulty with comprehension of abstract concepts
7	Difficulty of learning tasks required in the course	⌞Difficulty of learning tasks required in the course
8	Lack of respect for authority of the teacher	Poor self esteem (poor self-concept)
9	Lack of family support for educational goals	⌜Lack of problem-solving ability
10	⌜Lack of ability to listen or pay attention	⌜Low general intelligence
11	⌞Health problems	⌞Cultural disadvantage
12	Avoidance of participation in class work	Lower social class or status
13	Anxiety	Health problems
14	Difficulty of adopted text and learning materials	Lack of general readiness for grade or course
15	Difficulty with comprehension of abstract concepts	⌜Lack of ability to listen or pay attention
16	Today's climate of dissent	⌞Anxiety
17	Poor attendance	Non-compliance with course assignments
18	Defensive orientation (interpersonal conflicts)	Poor attendance
19	Lack of feeling of effective control of environment	Defensive orientation (interpersonal conflicts)
20	Economic disadvantage	Avoidance of participation in class work
21	Cultural Disadvantage	⌜Lack of feeling of effective control of environment
22	Low general intelligence	⌞Today's climate of dissent
23	⌜Lower social class or status	⌜Lack of family support for educational goals
24	⌞Malnutrition	⌞Self-indulgence in face of difficulty and work
25	⌞Feelings of inferiority in face of teacher expectations	⌞Feelings of inferiority in face of teacher expectations

* Bracket (⌜) indicates tie rank.

In the same way, other factors may be analyzed by studying the tables.

Space for write-in factors was provided. One new teacher added the perceptive factor, "Attention getting, and attention wanted, from other students", ranking this as being the 6th most important factor in interfering with learning for white students and 4th for Negro students. A voluntary transfer teacher added, "Environmental conditions—large class size", ranking it 4th for Negro students. Whether from fatigue from the length of the survey, or because they found the list fairly inclusive, the other respondents added no items to Part IV.

Key Factors to Successful Achievement in Grade and Subject Taught

In contrast to Part IV, Part V of the survey asked for a rank order listing of 5 key factors to successful achievement necessary at the grade and/or for the subject(s) taught. This part was skipped by 11 Task Force members, by 1 voluntary transfer, and by 2 in the random sample. The factors to successful achievement are listed below, with a notation as to grade and subject taught.

Administrator: TASK FORCE MEMBER
1. Ability to concentrate attention.
2. Curiosity.
3. Relaxed atmosphere at school and at home.
4. Good physical condition.
5. Normal intelligence and reading ability.

Kindergarten: VOLUNTARY TRANSFER
1. Good self-concept.
2. Acceptance by classmates and teacher.
3. Responsibility and independence.
4. Good listening ability.
5. Good problem-solving ability and the freedom in the classroom to do this.

First Grade: VOLUNTARY TRANSFER
1. Belief that all children can learn and do learn.
2. Belief that all children can read.
3. Constant contact with parents about child's progress.
4. Belief that there is no difference in learning ability of the races.

First Grade: TASK FORCE MEMBER
1. Class size small enough to give more individual help in teaching reading and other basic skills.
2. More variety of materials, particularly for reading.
3. Workshop in teaching phonics.
4. Too wide a range in ability in groups.
5. Better psychological testing and interpretation—too little understanding of problems and too little effort made to find out the difficulties.

First Grade: VOLUNTARY TRANSFER
1. Good attitude. (The children can and must learn. I can teach. We must all work.)
2. Good materials applicable to the grade and group.
3. Adequately equipped room, enough of everything.
4. Teacher's willingness to listen to children, and supervisors who want to help the children.
5. Teacher who wants to teach children.

First Grade: NEW TEACHER
1. A good program for teaching—vital in the inner city!
2. Adequate staff.
3. Favorable attitudes and cooperation.
4. Good motivation for children.
5. Good equipment and materials.

Second Grade: TASK FORCE MEMBER
1. Cooperative personnel—Helpers.
2. Adequate supplies and materials.
3. Parental concern in educational goals.

Second Grade: RANDOM SAMPLE
1. Ability to read on grade level.
2. Maturity for age.
3. Good health.
4. Math comprehension for grade level.
5. Ability to get along with peers.

Second Grade: NEW TEACHER
1. Maturity.
2. Emotional stability.
3. Positive self-concept.
4. Attitude toward education and school.
5. Parental interest and attitude toward school and teacher, cooperation and participation.

Second Grade: TASK FORCE MEMBER
1. Ability to listen and pay close attention.
2. Readiness.
3. Home reinforcement of educational goals.
4. Motivation.

Primary: TASK FORCE MEMBER
1. Ability to comprehend and apply skills to work.
2. Ability to read and relate to studies.
3. Self-esteem.
4. Parental support.
5. Conduct.

Fourth Grade: TASK FORCE MEMBER
1. Good rapport—understanding of expectations.
2. Individualizing instruction as much as possible.
3. Positive self-concepts—sincere praise and encouragement.

Grades 4-8: Art
TASK FORCE MEMBER
1. Giving the child an honest evaluation of his work.
2. Provide concepts and ideas that establish a basis for further work.
3. Don't pressure a child, allow some creativeness, semi-directed.
4. General knowledge of art and its purposes in the world: establish a value for the subject. If the child is to learn, he must find the subject useful to him.
5. Establishment of good rapport between the teacher and the students.

Grades 5-8: Special Education, Language Art and Math.

RANDOM SAMPLE

1. Patience!!!!
2. An understanding of slow learners' characteristics and learning abilities.
3. Suitable classrooms.
4. Knowledge of materials available.
5. In-service meetings.

Grade 6:
NEW TEACHER

1. Involvement of each individual.
2. Acceptance by peers and teacher.
3. To lose oneself in the work of the whole work group.
4. (I needed help in challenging various groups on a topic.)
5. (Also help in finding activities of varying difficulties on a topic.)

"4 and 5 don't answer your above question, but I feel the answers to my questions answer your question."

Grade 6:
RANDOM SAMPLE

1. Understanding of individual differences.
2. Teaching on the child's level.
3. Inspiring a sense of achievement.
4. Motivation, desire to learn.
5. Instilling a sense of individual worth.

Grade 6:
TASK FORCE MEMBER

1. Know and prepare for the subjects.
2. Be understanding and accept students as they are, work from there.
3. Be as flexible as possible.
4. Give children a chance to decide what is to be done at times in class.
5. Allow children opportunity to give their own opinions about a subject, but also give them the facts.

Grades 6-8: Social Studies

TASK FORCE MEMBER

1. Individualized instruction—student choice of work.
2. Mutual respect of student and teacher.
3. Providing resource materials to be used in completing assignments.
4. Completing assignments.

Grade 7: Social Studies and Language Arts

TASK FORCE MEMBER

1. Set a climate of treating each student fairly but strictly.
2. Give them a concept of self-esteem and self-reliance by letting each student discharge as many responsibilities under the guidance of the teacher as he is capable of.
3. Teach skills through individual attention.

Grade 7: Social Studies

TASK FORCE MEMBER

1. Reading ability.
2. Problem-solving ability.
3. Adequate self-concept.
4. Support from home.
5. Motivation.

Grade 7: Science

1. Reading ability.
2. Comprehension.
3. Motivation.

Grade 7: General Science

NEW TEACHER

1. An informal, non-threatening classroom environment.
2. Self-confidence for pupil.
3. Teachers who have confidence in pupils' abilities to achieve.
4. Regular attendance, pupils and teacher.
5. Objectives that are understood by pupils.

Grades 7-8: Mathematics

RANDOM SAMPLE

1. Motivation—Must see or feel a need in some way.
2. Ability to assume self-control.
3. Ability to follow directions.
4. Ability to reason, at least on lowest level.
5. Ability to read and interpret.

Grades 7-8: Language Arts

NEW TEACHER

1. Keeping young people interested so that they do not "turn off" the teacher and others in the class.
2. Develop in the person a desire to learn on his own, a curiosity for knowledge.
3. Respect for own opinion and other person's opinion.
4. Critical reading and thinking—ability to tell fact from opinion.
5. Learning to live with other people (all kinds) peacefully.

Grades 7-8: English

TASK FORCE MEMBER

1. Group planning and materials according to ability.
2. Variety of reading materials and skills.
3. Less separation of English from reading and spelling which should be taught by the same person.
4. Combination of thought-provoking activities.
5. Less grammar, more emphasis on comprehension for understanding.

Grades 7-8: Science

RANDOM SAMPLE

1. Good attendance of teacher and students.
2. Activities that involve students in demonstrations and experiments.
3. Proper attitude of parents toward need for education.
4. Less loss of class time due to assembly meetings or other activities.
5. Using textbook for more than just one year, sometimes, a science text could serve several grade levels.

Grade 8: Mathematics

TASK FORCE MEMBER

1. Grade level ability.
2. Interest and desire.
3. Home motivation.
4. Listening ability.
5. Working on assignments.

Grade 8: Social Studies

RANDOM SAMPLE

1. Motivation by all.
2. Pupils' interests, needs, and desires.
3. Open research and discussion pro and con, of topics of current concern.
4. Reading comprehension and skills and recall.
5. Listening and following directions.

Grade 7-8: Art

TASK FORCE MEMBER

1. Ability to listen, follow a few simple directions, and accept motivation.
2. Self-confidence and personal esteem.
3. Ability to solve problems independently of others.
4. Appreciation of the concept of creativity.
5. Courage to express one's ideas and simple coordination of hand and eye.

Grade 9: General Math

NEW TEACHER

1. Good discipline and attention.
2. Preparation and enthusiasm of teacher and class preparations.
3. Class participation in assignment, response (verbally or written), and immediate grading.
4. Motivation by encouragement of every favorable response.
5. Class discussions relative to behavior and present day problems, with allowance of time for class to come to attention.

Grades 9-12: Vocational

RANDOM SAMPLE

1. Willingness to learn, the attitude of student.
2. Behavior disciplined, respect of self and others.
3. Self-disciplined to follow instructions and to do work regularly and punctually.
4. Regular attendance at school.
5. Student has completed necessary goals of grades 1-8 (not "watered down")—has all necessary skills in basics.

Grades 9-10: Reading

TASK FORCE MEMBER

1. Effort.
2. Good attendance.
3. Ability to listen and pay attention.
4. Confidence in ability to achieve.
5. Raising level of self-esteem.

Grades 11-12: Composition and Literature

VOLUNTARY TRANSFER

1. Sincere desire to learn. (If a student has a desire to learn and some ability, he will succeed.)
2. Willingness to try everything.
3. Some ability to think creatively, to use the imagination.
4. Do assignments and pay attention in class.
5. Good attendance.

Grade 11: History

TASK FORCE MEMBER

1. Pride of subject, to teach it to all students.
2. Motivation to be happy about tasks performed.
3. Work with students as individuals, not as social outcasts.
4. To be real, to explain relevance of materials as to how they affect one's life.
5. Being consistent, human, tolerant.

Grade 12: Refresher Math

TASK FORCE MEMBER

1. Acceptable class participation.
2. Good attendance.
3. Self-discipline as far as studying is concerned.
4. Knowledge of 4 basic operations of mathematics.
5. Insight into problem-solving.

Grades 11-12: Business

TASK FORCE MEMBER
1. Good reading ability.
2. Ability to follow directions.
3. Desire to learn.
4. Willingness to do assigned problems and homework.
5. Achievement in developing and recognizing sentences.
6. Motor coordination.

Senior High School Art

TASK FORCE MEMBER
1. Interest in art and related subjects.
2. Willingness to accept new ideas and try new concepts.
3. Talent—natural ability in subject.
4. Ability to start work on and complete individual problems.
5. Good self-concept.

Intermediate and Junior High School: Special Education

NEW TEACHER
1. Good self-concept in realizing abilities.
2. Acceptable of differences in others.
3. Realization and reality of student shaping his own destiny, by developing discipline and self-responsibility.
4. Reading—decoding, encoding (phonics and expression skills).
5. Discovery and experimentation in the learning process.

(No subject or grade listed)

TASK FORCE MEMBER
1. Ability to listen and follow instructions.
2. Good work habits.
3. Self-motivation.
4. Average intelligence.
5. Support of family members.

(No subject or grade listed)

TASK FORCE MEMBER
1. Positive self-image.
2. Motivation (family-school imposed).
3. Accepting teacher.
4. Individualized instruction.
5. Relativity of the curriculum—student participation.

Any (grade): Any (subject)

TASK FORCE MEMBER
1. Teacher must hold the students in high positive regard.
2. Teacher must use a variety of materials.
3. Teacher must use a variety of procedures.
4. Teacher must program the materials intelligently, that is, the learning sequence must be intergrated and the steps, steppable.
5. The teacher must evaluate individually.

As can be noted from the foregoing responses, some individuals interpreted the "key factors to successful achievement in grade and subject taught" as being teacher-produced, while others took the cue from Part IV and stated key factors as related to pupil ability and activity. Although this produced a list that can not be readily categorized, the combination may serve to provide a prescription for equality of educational opportunity.

Characteristics of Respondents to Survey

Part VI included provisions for data about those who responded to the survey and about their students. Although no signature was required, several individuals skipped answering this page, or ignored parts of it. In a few cases where the race blank was not completed, race was inferred if the individual noted that he had attended a racially isolated "all white" or "all black" school.

The small number of returns from new teachers, volunteer transfers, and the random sample may be considered something of a handicap in judging how representative of the larger group the small number of returns is. It can be said, however, that these individuals did exhibit a responsibility in returning the survey form.

TABLE 15 provides a tabulation of the characteristics of the members of each sub-group and of the total group.

In three of the categories, more women than men responded to the survey. The percentage of black teachers and administrators responding to the survey was small; all new teachers responding were white, with only one black voluntary transfer answering. The point of view of Negro teachers is, then, only partially represented in the survey results.

Less than one-fourth of the respondents are native to Dayton or Montgomery, but more than half (57%) were born in Ohio. One teacher in six came from the South, with other parts of the country also represented.

As far as age is concerned, all groups were found in the survey, with 35% of the total being under thirty years of age. The random sample had the largest percentage in the 40-49 age group, 55%.

The great majority of each group had attended racially isolated black or white elementary schools, 73% of the total group. For secondary schools, this percentage attending racially isolated schools dropped to 60%, and for college or university 46%.

TABLE 15

CHARACTERISTICS OF RESPONDENTS TO THE EQUAL EDUCATIONAL OPPORTUNITY SURVEY, April 1970

	Task Force Members		New Teachers		Voluntary Transfers		Random Sample		Total Group	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
SEX:										
Male	15	45%	1	14%	2	33%	5	55%	23	42%
Female	17	52%	6	86%	4	67%	4	45%	31	56%
No answer	1	3%	0	0	0	0	0	0	1	2%
RACE:										
Black	6	18%	0	0	1	17%	1	11%	8	15%
White	26	79%	7	100%	5	83%	5	55%	43	78%
Other	0	0	0	0	0	0	1	11%	1	2%
No answer	1	3%	0	0	0	0	2	22%	3	5%
MARITAL STATUS:										
Single	6	18%	3	43%	1	17%	0	0	10	18%
Married	26	79%	4	57%	5	83%	8	88%	43	78%
Widow or Widower	0	0	0	0	0	0	0	0	0	0
Divorced or Separated	0	0	0	0	0	0	1	11%	1	2%
No answer	1	3%	0	0	0	0	0	0	1	2%
PLACE OF BIRTH:										
Dayton or Montgomery County	8	24%	2	28%	1	17%	2	22%	13	24%
Elsewhere in Ohio	11	33%	3	43%	1	17%	3	33%	18	33%
Elsewhere in North or Midwest	3	9%	1	14%	2	33%	1	11%	7	13%
South	5	15%	0	0	2	33%	2	22%	9	16%
East	3	9%	0	0	0	0	1	11%	4	7%
West	1	3%	1	14%	0	0	0	0	2	4%
Other	1	3%	0	0	0	0	0	0	1	2%
No answer	1	3%	0	0	0	0	0	0	1	2%
AGE:										
20-29	10	30%	3	43%	4	67%	2	22%	19	35%
30-39	10	30%	2	28%	0	0	1	11%	13	24%
40-49	7	21%	1	14%	0	0	5	55%	13	24%
50-59	5	15%	0	0	2	33%	1	11%	8	15%
60-64	0	0	1	14%	0	0	0	0	1	2%
No answer	1	3%	0	0	0	0	0	0	1	2%

TABLE 15 (continued) CHARACTERISTICS OF RESPONDENTS TO THE EQUAL EDUCATIONAL OPPORTUNITY SURVEY, April 1970

	Task Force Members		New Teachers		Voluntary Transfers		Random Sample		Total Group	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
KIND OF SCHOOLS ATTENDED:										
Elementary:										
Racially isolated—black	4	12%	0	0	0	0	1	11%	5	9%
Racially isolated—white	18	54%	6	86%	5	83%	6	66%	35	64%
Integrated—										
More than 50% white	9	27%	1	14%	1	17%	1	11%	12	22%
Secondary										
Racially isolated—black	4	12%	0	0	0	0	1	11%	5	9%
Racially isolated—white	15	45%	4	57%	4	67%	5	55%	28	51%
Integrated—										
More than 50% white	12	36%	2	28%	2	33%	1	11%	17	31%
College or University:										
Racially isolated—black	4	12%	0	0	0	0	1	11%	5	9%
Racially isolated—white	5	15%	2	28%	2	33%	6	66%	15	27%
Integrated—										
More than 50% white	21	63%	5	71%	4	67%	1	11%	31	56%
No Answer	3	9%	0	0	0	0	1	11%	4	7%
TRAINING:										
Bachelor's Degree	14	42%	7	100%	5	83%	7	77%	33	60%
Master's Degree	15	45%	0	0	1	17%	2	22%	18	33%
Master's + 30 hours	3	9%	0	0	0	0	0	0	3	5%
No answer	1	3%	0	0	0	0	0	0	1	2%
NUMBER OF YEARS TAUGHT IN DAYTON SCHOOLS:										
1 year	2	6%	6	86%	0	0	0	0	8	15%
2-6 years	12	36%	1	14%	4	67%	3	33%	20	36%
7-12 years	10	30%	0	0	1	16%	3	33%	14	25%
13-18 years	4	12%	0	0	0	0	3	33%	7	13%
19-24 years	3	9%	0	0	1	16%	0	0	4	7%
25 years or more	1	3%	0	0	0	0	0	0	1	2%
No answer	1	3%	0	0	0	0	0	0	1	2%
PREFERENCE FOR POSITION										
Present School	15	45%	6	86%	5	83%	9	100%	35	64%
Volunteer to Aid Staff Integration	2	6%	0	0	0	0	0	0	2	4%
Return to Former School	2	6%	0	0	0	0	0	0	2	4%
Retire	1	3%	0	0	0	0	0	0	1	2%
Leave system	3	9%	1	14%	0	0	0	0	4	7%
Administration	7	21%	0	0	0	0	0	0	7	13%
No answer	1	3%	0	0	1	16%	0	0	2	3%

TABLE 15 (continued) CHARACTERISTICS OF RESPONDENTS TO THE EQUAL EDUCATIONAL OPPORTUNITY SURVEY, April 1970

	Task Force Members		New Teachers		Voluntary Transfers		Random Sample		Total Group	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
PLACE OF RESIDENCE:										
Dayton										
Black neighborhood	6	18%	0	0	1	17%	0	0	7	13%
White neighborhood	4	12%	3	43%	0	0	1	11%	8	15%
Integrated neighborhood	9	27%	1	14%	2	33%	0	0	12	22%
Suburban Community										
Black neighborhood	1	3%	0	0	0	0	0	0	1	2%
White neighborhood	6	18%	2	28%	2	33%	6	66%	16	29%
Integrated neighborhood	3	9%	0	0	1	17%	1	11%	5	9%
Rural Area										
Black neighborhood	0	0	0	0	0	0	0	0	0	0
White neighborhood	3	9%	1	14%	0	0	1	11%	5	9%
Integrated neighborhood	0	0	0	0	0	0	0	0	0	0
No answer	1	3%	0	0	0	0	0	0	1	2%

Those responding to the survey were fairly representative of the entire staff, 60% of the total group having a Bachelor's degree, 33% having a Master's as the highest degree, with 5% having a Master's plus 30 hours.

The number of years taught in Dayton schools varied from 1 year to more than 25, with the largest number, 20 or 36%, having taught between 2 and 6 years. One out of four respondents to the survey had taught between 7 and 12 years.

Satisfaction with position was reflected in the 64% who checked "Present school" as their preference for type of position for the coming year. The next largest group was "Administration" with 13%. Only 2 persons, or 4%, checked the blank, "Volunteer to Aid Staff Integration". These two were from the Task Force. All of the individuals in the random sample checked "Present school." If this percentage is representative, it would mean that approximately 50 persons a year, under present conditions of communication of need, might be counted on to volunteer in the program to aid staff integration.

The place of residence of the respondents indicates something of the extent of their own neighborhood experiences with those of other races. Since 78% of the respondents are married, it is also a reflection of the opportunity for interracial school experiences which the respondents own children may have. Fifteen per cent of the respondents live in black neighborhoods, 53% live in white neighborhoods, and 31% in integrated neighborhoods. About 50% live within the city of Dayton, 40% in suburban communities, and 9% in rural areas.

Because of the time involved, it was not considered feasible to study the responses in terms of any of the characteristics of the respondents. The survey forms are on file for anyone who has an hypothesis to test along this line!

Characteristics of Classes of Respondents

A final tally showed the distribution of certain characteristics of the classes of the respondents in three areas:

Racial composition
Socio-economic status
Stanine achievement

Task Force members' classes were representative of all degrees of racial composition. New teachers had chiefly black students. Voluntary transfers had either all black or all white classes. Most of the teachers responding in the random sample had a majority white class.

No individual responding to the survey considered his class to be "More than 50% upper class." New teachers and voluntary transfers had "More than 50% lower class." For the total group, of those answering the question, the classes were rather evenly divided between "More than 50% middle class" and "More than 50% lower class."

Achievement level as designated by percentages of stanine groupings indicated whether classes were below average, average, or above average. Twenty-two persons, or 40% did not answer this question. Of those answering, there was a fairly even division between classes predominantly average in achievement and those below average. The individual percentage groups are listed below,

Task Force members		New Teachers	Voluntary Transfers	Random Sample
100- 0- 0	25-65-10	100- 0- 0	75-20- 5	59-40- 1
90-10- 0	24-70- 6	70-23- 2	10-70-20	50-40-10
80-20-10	20-60-20	68-30- 2	20-50-30	10-60-30
70-25- 5	10-80-10	60-35- 5	15-60-25	0-80-20
70-20-10	10-80-10	40-50-10		
60-35- 5	15-50-25	15-65-20		
50-40-10	10-75-15			
50-35-15	10-60-30			
30-50-20	33-33-33			
25-60-15				

A summary of the characteristics of classes of the respondents to the survey may be found in TABLE 16.

TABLE 16

CHARACTERISTICS OF CLASSES OF TEACHERS RESPONDING TO EQUAL EDUCATIONAL OPPORTUNITY SURVEY, April 1970

	Task Force Members		New Teachers		Voluntary Transfers		Random Sample		Total Group	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
RACIAL COMPOSITION										
All black	3	9%	3	43%	5	83%	0	0	11	20%
75%-99% black	5	15%	3	43%	0	0	1	11%	9	16%
50%-74% black	3	9%	0	0	0	0	0	0	3	5%
25%-49% black	3	9%	1	14%	0	0	0	0	4	7%
1%-24% black	7	21%	0	0	0	0	3	33%	10	18%
All white	7	21%	0	0	1	17%	5	55%	13	24%
No answer	5	15%	0	0	0	0	0	0	5	9%
SOCIO-ECONOMIC STATUS										
More than 50% upper class	0	0	0	0	0	0	0	0	0	0
More than 50% middle class	16	48%	2	28%	2	33%	6	67%	26	47%
More than 50% lower class	13	39%	5	71%	4	66%	3	33%	25	45%
Other	0	0	0	0	0	0	0	0	0	0
No answer	4	12%	0	0	0	0	0	0	4	7%
ACHIEVEMENT LEVEL										
Highest percentage at Stanines 7, 8, and 9 (Above average)	0	0	0	0	0	0	0	0	0	0
Highest percentage at Stanines 4, 5, and 6 (Average)	9	27%	2	28%	3	50%	2	22%	16	29%
Highest percentage at Stanines 1, 2, and 3 (Below Average)	10	30%	4	57%	1	17%	2	22%	17	31%
Equal percentages for group of stanines	1	35%	0	0	0	0	0	0	1	2%
No answer	14	42%	1	14%	2	33%	5	55%	22	40%

Limitations of the Survey

With less than a 30% total return of the survey forms sent to staff in the four sub-groups, there may be a question concerning how representative the opinions are of the Dayton professional staff. This is acknowledged as a limitation of the survey.

Certainly, however, it can be said that the 55 respondents to the survey themselves felt a greater degree of responsibility in completing and mailing in the forms than did those individuals who laid the survey aside. There was no external pressure to fill out the survey, as it was sent individually, requiring no signatures; no one could check on who had returned it and who had not. (The 55 persons account for more than 2% of the Dayton professional staff in the schools.)

Because the Task Force members far outnumbered the other respondents, their responses had the greatest effect on the averages for the total group, item by item. In coming to certain conclusions, Task Force members had the advantage of meetings sponsored by the EEO Project which may have had some effect on their attitudes about certain items. New teachers and voluntary transfers, only one of whom was Negro, had the common experience of teaching in racially different schools. With only nine respondents, the random sample of the staff could hardly be called a control group.

The figures for any item can not, therefore, be given a high probability value as being necessarily representative of Dayton professional school staff opinion in general. In each of the four groups, the results for any one item denotes only the mean response for the particular group of staff who completed the survey form, or who ranked inter-related factors, or who presented certain ideas of their own.

Resistance to the survey itself and consequent refusal to follow the survey design was neatly summed up by a man on the Task Force whose classes,

according to Part VII, were "More than 50% lower class." Across the blank space on Part IV, he scrawled, with triple underlinings:

> "ABSURD—Many of these elements interact—to imply they can be ranked is foolishness!! And wastes valuable time!"

By skipping both columns, this gentleman deprived the survey results of his judgment about factors that interfere with learning, although he did complete Part V with 5 "musts" for the teacher as keys to successful achievement. He is an advocate of "constructive feedback" in the process of "continuous consultation and supervision" in achieving staff integration. A number of other persons skipped one or both columns of Part IV.

That two types of responses occurred in the marking of Part IV and Part V suggests that the clarity of the directions might be improved.

In constructing this questionnaire, formal structure for ease of tabulation and flexibility to allow for free play of the ideas of the respondents were both attempted. Formal structure became a limitation if the respondents rejected the design. Flexibility in open-ended questions made for greater difficulty in categorization, as shown in the reporting of Part V.

No over-all "scores" were attempted for the total survey or for any part. Any research value lies in the item by item study and interpretation. Any contribution to the school system lies in the evaluation and implementation which may occur from such item by item study in terms of the underlying question, "Where do we go from here?"

GENERAL CONCLUSIONS

The 55 respondents to the EEO Survey seemed very sincere in their responses to the various parts of the survey, from freely answering open-ended questions to scaling their opinions on commonly held or controversial issues, to ranking (or refusing to rank) factors of importance, to occasionally "improving" the language of the survey. This sincerity contributed to the validity of the results of the survey.

Basic educational needs of the Dayton schools were recognized as including, among others, 1) the development of reading skills, 2) meeting individual needs through individualized instruction and guidance, 3) teachers who are qualified and sensitive, with patience and concern for others, and who design meaningful activities at which pupils can succeed, and 4) the development of an atmosphere of human relations wherein pupils have good attitudes about themselves and each other, bringing about reconciliation between races and generations and ending behavioral problems stemming from racial tension.

To achieve staff integration, the respondents tended to support voluntary transfers, the assignment of qualified new teachers to racially different schools, and both rational and affective support of change through in-service workshops and seminars, counseling, and administrative support.

In an evaluation of the functioning of EEO Task Force members, the Task Force members noted that they had engaged most often in these roles:

1) As an aide to the principal in helping him and the staff in the development of behavioral goals.

2) As a resource person in aiding positive interaction among staff.

3) As a resource person in helping to determine the needs within the school relating to pupil interaction.

Some Task Force members went further than these prescribed roles in initiating other types of activities in their buildings.

Two general areas of priority for Equal Educational Opportunity Project activities were suggested by a large number of Task Force members: 1) the necessity for in-service workshops and seminars leading to positive interaction of staff, students, and community, and 2) specific suggestions for school organizational problems dealing with sharing, teacher transfers, busing, and school integration.

In the consideration of teaching skills in new situations, strong agreement was expressed with the necessity for teaching skills which meet the needs of individual children, with instructional materials created, if necessary, by the teacher; flexibility in organization; and methods of individualized instruction replacing large group processes in disadvantaged schools. New teachers and voluntary transfers to racially different schools expressed a fairly strong agreement that "Friendship of a teacher with a member of another race is related to the teacher's own positive attitudes about members of another race," with other groups tending to agree with the statement.

The total group tended to agree that teaching skills should include: 1) planning meaningful curriculum activities, 2) applying teaching strategies to different levels of ability and achievement, 3) developing an emotional climate within classes to achieve desired educational goals, and 4) structural flexibility in the organization of school and classroom activities. In order to apply specific training techniques, they tended to agree that in-service training should be provided.

There was fairly strong agreement, especially among the voluntary transfer teachers, that teachers should be provided with a wide variety of materials in order to teach Black history, culture, and other aspects of inter-racial understanding. They tended to agree, also, that teachers should have the opportunity to attend seminars in understanding current forces of social interaction and that teachers need access to and practice in the utilization of principles based on social psychological research related to changing intergroup attitudes.

Another item on which the total group tended to agree was that the school should become more of a community center involving parents in planning for and implementing their children's learning.

Voluntary transfers tended toward being "Uncertain" about the statement that, at the outset of a course, pupils' learning experiences should involve extensive structure or control until self-maintenance of desirable learning behaviors become strongly set. The total group, however, tended to agree.

In judging self-actualization in applying these teaching skills, the total group gave its highest success rating to the item concerning friendship with a member of another race. Voluntary transfer teachers were unanimous in marking "Highly successful" in this area, while the others averaged "Usually successful." Least successful in self-actualization was the item involving parents in their children's learning, with the average for the total group denoting "Some success." In the areas which they had marked "Tend to agree" or "Strongly agree", the respondents to the survey generally appear to feel only "Moderately successful." Greater attention needs to be given to the aspect of establishing policies and bringing about conditions under which teachers can feel successful as they apply their teaching skills.

Perceptions of pupils and their achievement appeared to be related to group experiences concerning an item. For example, Task Force members, new teachers, and voluntary transfers all tended to disagree that white student achievement tends to suffer under integration, whether or not the white students are in the majority or a minority; the random sample of teachers registered "Uncertain" on this item. New teachers and voluntary transfers had a tendency toward "Strongly agree" that the integrated setting has a great potential for producing better racial understanding, while the other groups tended to agree.

There was some diversity of opinion concerning the statement, "Integration by itself will not automatically bring out improvement in interracial understanding", which the random sample marked "Strongly agree" and about which the new teacher group was "Uncertain." Markings of the other two groups indicated "Tend to agree." Both new teachers and voluntary transfers were somewhat uncertain about the supplementary statement, "Integration by itself will not automatically bring about improvement in achievement levels for Negro students", but the total group average was "Tend to agree."

As a whole, the respondents were definite in "Tend to agree" that family social class and the student's immediate home neighborhood exert important influences on his achievement. A review of studies in this area does indicate that family social class level appears to exert an important influence on student achievement, but also states definitely:

> "The social and economic context of the disadvantaged student's neighborhood does not appear to exert any effect on achievement, independently of family social class, ability factors, and school social class composition."

Lacking local research to prove or disprove other statements regarding student achievement under situations of integration or of racial and social isolation, survey respondents were generally inclined toward uncertainty about many of them. For example, they were uncertain about whether a gap exists between the achievement of the average white and the average black student and not too sure about the effects of integration in closing the gap. On this point, the New York report states:

> "Even though the studies often indicate superior achievement on the part of the integrated Negro student, it must still be noted that the integrated Negro student generally remains behind the achievement levels displayed by the white majority. Integration, on an overall basis, does help the Negro student to close some of the achievement gap that is found between white and Negro students, but it does not appear to have the potential to completely close the gap. This suggests that, if this gap is to be erased, integration must be accompanied by a number of additional, specific programs catering to the disadvantaged."

The New York State report is a summary of a number of studies which have been reported nationally. Its conclusions are somewhat tentatively stated and may or may not be applicable to student achievement in the Dayton schools which have not engaged in direct research concerning relative achievement of racial groups. Staff perceptions, as reported for different groups in this survey, could form the bases for generating hypotheses for further study, if this was deemed advisable.

Perceptions of the dynamics of interaction varied among the groups. While the group average indicates that some of the representatives of the Dayton professional staff tended to disagree that: 1) The Black Power movement holds the greatest promise of economic opportunity for blacks; 2) Busing of students is a good way of improving racial balance in the schools; and 3) Interracial dating among high school students is an effective means of creating interracial understanding, the averages of some of the sub-groups were in the direction of uncertain for each of these propositions.

On the other hand, the cluster of items regarding housing opportunities, the rationale of the civil rights movement, equality of economic opportunity, availability of birth control information to the poor, and the persistence of poverty in a land of plenty evoked either "Tend to agree" or "Strongly agree" from all groups in the survey, showing a basic concern for meeting human problems.

A general tendency toward disagreement with the four statements regarding students (regardless of race) not respecting teachers and administrators (regardless of race) projected a faith in students on the part of the survey respondents, although they evidenced more uncertainty about the two statements regarding the degree of receptivity of black (or white) students to black (or white) teachers. Perhaps this feeling about receptivity is one of the factors which causes teachers to volunteer, or fail to volunteer, for

transfer to racially different schools. This opens an area of possible exploration for the Equal Educational Opportunity Project to consider.

Interrelated factors of importance which interfere with learning were identified by ranking for white and Negro students by the survey respondents who ranged from administrators to teachers of all grades from kindergarten to grade 12 and of all subjects from art to mathematics. Although the composite ranking of the respondents of any of the four sub-groups tended to give somewhat different ranks to the factors for the two racial classifications of students, the following factors appeared on nearly all eight group lists among the 20 most important factors:

Lack of motivation
Lack of reading ability for grade or course
Lack of ability to listen or pay attention
Poor attendance
Lack of family support for educational goals
Lack of language development
Lack of problem-solving ability
Poor self-esteem (poor self-concept)
Lack of respect for authority of the teacher
Lack of general readiness for grade or course
Economic disadvantage
Defensive orientation (interpersonal conflicts)
Anxiety
Today's climate of dissent
Non-compliance with course assignments

Whatever can be done to overcome the effect of any one or of any combination of these factors should contribute to a more dynamic and positive "field force" for learning in the classroom. This would set the stage for equality of educational opportunity for all students.

Individually listed key factors to successful achievement according to grade and subject taught gave positive support to the above listing.

As previously suggested in this report, respondents to the survey appeared to be sincerely interested in education of all students. Given the quality of professional staff represented by the respondents to this survey—a staff willing to analyze a problem and seek solutions, the schools can move toward higher quality education if their suggestions are considered and implemented.

A P P E N D I X

TM 000 259

EQUAL EDUCATIONAL OPPORTUNITY SURVEY

April 1970

Because you have had the professional experience of serving on the TASK FORCE FOR EQUAL EDUCATIONAL OPPORTUNITY, you are being asked to make some judgments in an opinion sampling of the professional staff concerning attitudes involving aspects of quality integrated education. The survey is sponsored and under the direction of the EQUAL EDUCATIONAL OPPORTUNITY PROJECT.

The Likert-type scale used provides for a wide range of response from Strongly disagree to Strongly agree. Tabulations will be made by an item analysis with percentages computed for each of the 5 choices for each item. The survey will be valid to the extent that each person tries to record his candid feeling on each issue. No individual will be identified. However, your personal opinions will provide a valuable input and will be considered in the decision-making process.

Please answer each item according to the keys provided. You need not, of course, sign your name. Return the completed survey promptly (by April 30) to

Marshall Rosensweet, Associate Director of EEO
Administration Building

OPEN-ENDED QUESTIONS

Before you turn the page to begin the survey, please note down a brief answer to each of these two questions:

1. What do you consider the most basic educational need of students in the Dayton schools if they are to receive a quality education?

   _____

2. What suggestion would you make to improve the process of achieving staff integration?

   _____

EEO SURVEY 1969-70

FOR TASK FORCE MEMBERS ONLY

Directions: Answer questions 1-5, choosing the appropriate numeral from the key at the right. Your open response to questions 6 and 7 will aid in planning for the future.

KEY

1. Not at all
2. Once or twice
3. Three to five times
4. Quite often
5. Regularly, throughout the year

To what extent did you, as a task force member—

1. Serve as a liaison person between your school and the central office? _____
2. Serve as a resource person in your building in aiding positive interaction among staff? _____
3. Serve as a resource person in helping to determine the needs within your school relating to pupil interaction? _____
4. Provide input to the EEO office by making recommendations of activities that the EEO office might implement? _____
5. Serve as an aide to your principal in helping him and the staff in the development of behavioral goals? _____

Please respond candidly to the following questions, using the other side of the paper, if necessary.

6. In what other functions did you serve as a task force member? _____

_____

7. If you were determining the activities of the task force for 1970-71, to what programs would you give priority?

_____

_____

Prepared by: Marshall Rosensweet, Associate Director, EQUAL EDUCATIONAL OPPORTUNITY PROJECT
and
Elizabeth M. Lane, Coordinator of Educational Research
Division of Research, DEPARTMENT OF PLANNING AND DEVELOPMENT
Dayton Public Schools, 348 West First Street, Dayton, Ohio 45402

EEO SURVEY 1969-70 PART I

Your level of theoretical response to the following statements will enable the Dayton Public Schools to plan more effectively for quality integrated education. Your judgment of self-actualization in the second section will perhaps help you in setting your own professional goals and will provide a measure of group evaluation for the EEO program.

Directions: Think about each of the following statements in two ways:
Is it true in your experience?
How does the area relate to you and your work?

Mark one of the categories in each section with the appropriate numeral according to the keys above the blanks.

THEORETICALLY SPEAKING— How do you feel about the statement?

KEY
1. Strongly disagree
2. Tend to disagree
3. Uncertain
4. Tend to agree
5. Strongly agree

SELF-ACTUALIZATION: How do you rate your own performance this year in this area?

KEY
1. Little success
2. Some success
3. Moderately successful
4. Usually successful
5. Highly successful

TEACHING SKILLS IN NEW SITUATIONS

1. Teachers who transfer should have training in assessing pupils' abilities and learning skills in order to plan curriculum activities which will be meaningful to pupils.	_____	_____
2. In order to promote effective associative and cognitive learning, many teachers need help in selecting and applying teaching strategies which reflect pupils' different levels of ability and achievement.	_____	_____
3. Teachers should be provided with in-service training in applying specific training techniques in areas where intellectual and educational deficits are most severe among the disadvantaged.	_____	_____
4. Many teachers need to develop skill in developing affective group processes (emotional climate) within their classes in order to achieve desired educational goals.	_____	_____
5. Within each school, teachers should be provided with time and opportunity to create instructional materials which meet the specific learning requirements of individual children.	_____	_____
6. Efforts should be made for the school to become more of a community center, involving parents in planning for and implementing their children's learning.	_____	_____

OVER

	How do you feel about the statement?	How do you rate your own performance this year in this area?
7. In order to teach Black history, culture, and other special courses which relate to interracial understanding, teachers should be provided with a wide variety of materials from which to choose those most applicable at the various grade levels and for particular courses.	_____	_____
8. Teachers should have the opportunity to attend seminars in understanding current forces of social interaction as they relate to historical, cultural, economic, and attitudinal differences associated with race and class status.	_____	_____
9. Teachers need access to and practice in the utilization of principles based on social psychological research that is related to changing intergroup attitudes.	_____	_____
10. Total school and classroom activities need to be organized with the kind of structural flexibility that meet the diverse needs of pupils for continuous learning.	_____	_____
11. In a disadvantaged school, large group (or class) processes of instruction in some areas should be replaced with individualized modes of instruction or small group learning.	_____	_____
12. At the outset of a course, pupils' learning experiences should involve extensive structure or control until self-maintenance of desirable learning behaviours become strongly set.	_____	_____
13. Friendship of a teacher with a member of another race is related to the teacher's own positive attitudes about members of another race.	_____	_____

WHAT OTHER CONDITION WOULD YOU ADD TO MAKE CHANGE OF TEACHING POSITION MORE EFFECTIVE?

14. _____ _____ _____

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EEO SURVEY 1969-70

PART II

Your candid appraisal of each of the following statements is requested.
Mark each statement with the appropriate numeral, using the key at the right.

KEY
1. Strongly disagree
2. Tend to disagree
3. Uncertain
4. Tend to agree
5. Strongly agree

PUPILS AND THEIR ACHIEVEMENT

1. Integrated Negro students, as a group, achieve at least as well as segregated Negro students. _____
2. In many cases, integrated Negro students achieve at higher levels than segregated Negro students. _____
3. Segregated Negro students frequently achieve as well as integrated students. _____
4. Differences in achievement between integrated and segregated Negro students are of only minimal significance. _____
5. Negro students in integrated schools with a high social class tend to do better than Negro students in an integrated school whose social class composition is lower. _____
6. White student achievement tends to suffer under integration, if white students are in a minority. _____
7. White student achievement tends to suffer under integration when white students are in the majority. _____
8. The educational problems which may exist because of integration often have a greater effect on the teacher than on the white student. _____
9. Integration by itself will not automatically bring about improvement in interracial understanding. _____
10. Integration by itself will not automatically bring about improvement in achievement levels in Negro students. _____
11. The integrated setting has a great potential for producing better interracial understanding. _____
12. The integrated setting has a great potential for producing an increased orientation toward achievement. _____
13. To facilitate achievement, integration requires an atmosphere of low social threat, a low level of anxiety, and minimal conflict. _____

OVER

14. To facilitate achievement, integration requires an atmosphere of high achievement expectation. _____

15. Overall, integration does help the average Negro student to close some of the gap between the achievement of white and Negro students, but it does not appear to have the potential to completely close the gap. _____

16. To close the gap, integration should be accompanied by a number of additional, specific programs designed for the disadvantaged. _____

17. There is no gap between the achievement of the average white and the average black student. _____

18. Any student (black, white, or member of other identifiable group) is likely to suffer some degree of educational disadvantage as a facet of attending a school or being in a classroom with predominantly lower status people. _____

19. Family social class exerts an important influence on student achievement. _____

20. The student's immediate home neighborhood exerts an important effect on his achievement, independent of family social class, ability factors, and school class composition. _____

21. To encourage maximum achievement, schools should organize classroom grouping by ability levels. _____

<u>On what basis did you arrive at most of the above points of view?</u>

CHECK ONE:

It's common knowledge___ My own hunch___ Personal experience___ Test results___ Research reports___

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EEO SURVEY 1969-70

PART III

How do you view each of the following statements?
Mark each statement with the appropriate numeral, using the key at the right.

KEY
1. Strongly disagree
2. Tend to disagree
3. Uncertain
4. Tend to agree
5. Strongly agree

DYNAMICS OF INTERACTION

1. White students do not respect black teachers and administrators. _____
2. Black students do not respect white teachers and administrators. _____
3. White students do not respect white teachers and administrators. _____
4. Black students do not respect black teachers and administrators. _____
5. Black students are more receptive to black teachers than to white teachers. _____
6. White students are more receptive to white teachers than to black teachers. _____
7. Generally, white teachers are as well qualified to teach black students as are black teachers. _____
8. Generally, black teachers are as well qualified to teach white students as are white teachers. _____
9. Most white liberals do not want to send their children to predominantly black schools. _____
10. Upper class Negroes want to send their children to predominantly white schools. _____
11. Blacks of a low socio-economic class do not want to send their children to integrated schools. _____
12. Whites of a low socio-economic class do not want to send their children to integrated schools. _____
13. A Negro has the right to live anywhere. _____
14. A black family moving into one's block should be treated on equal-status terms as other neighbors. _____
15. Integrated neighborhoods help to eliminate racial prejudice. _____
16. Racial integration of neighborhoods will solve the problem of racial balance in the schools. _____
17. Bussing of students is a good way of improving racial balance in the schools. _____
18. Interracial dating among high school students is an effective means of creating interracial understanding. _____

OVER

19. The civil rights movement has a basic rationale that can not be ignored. _____

20. The Black Power movement holds the greatest promise of economic opportunity for blacks. _____

21. Persistence of poverty in a land of plenty should be a cause for everyone's concern. _____

22. Equality of economic opportunity is a realistic community goal. _____

23. Birth control information should be made readily available to the poor. _____

24. Racially and socially isolated schools are a factor in the rise of delinquency among lower-status adolescents, whether black or white. _____

25. The general failure to eliminate segregation in the nation's schools, whether de jure or de facto, has increased the level of interracial mistrust among whites and blacks. _____

26. A disproportionate amount of time is spent by the teacher on discipline problems in a newly integrated situation. _____

27. Racial conflict in a school is usually triggered by a minor incident involving 2 or 3 students. _____

28. Security guards in a school can do little more than maintain an uneasy peace. _____

Number in rank order what you believe to be the three most important causal factors:

29. Unrest in the schools today seems to be caused by:

____ Educational grievances
____ Personal grievances
____ Search for excitement
____ Hostility between black and white students
____ Direct outside provocation and direction
____ Negroes' fear and distrust of whites
____ Whites' fear and distrust of Negroes
____ A social climate of protest and disorder
____ _____
____ _____ } (Your own analysis)
____ _____

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PART IV

Teachers have a legitimate concern with productive classroom learning experiences and their antithesis: interferences with learning. Teachers are in the primary position of judging the factors which tend to cause the latter state of affairs. Using 1, 2, 3, etc., rank those factors in each column which you believe cause interference with learning in the classes assigned to you. Leave blank those which you consider unimportant. Add others which should be listed, including them in your ranking:

WHITE			NEGRO
____	A.	Poor attendance	____
____	B.	Lack of ability to listen or pay attention	____
____	C.	Level of language development	____
____	D.	Lack of reading ability for grade or course	____
____	E.	Lack of problem-solving ability	____
____	F.	Lower social class or status	____
____	G.	Anxiety	____
____	H.	Avoidance of participation in class work	____
____	I.	Defensive orientation (interpersonal conflicts)	____
____	J.	Lack of motivation	____
____	K.	Poor self-esteem (poor self-concept)	____
____	L.	Temporal orientation (restricted sense of time)	____
____	M.	Lack of feeling of effective control of environment	____
____	N.	Today's climate of dissent	____
____	O.	Low general intelligence	____
____	P.	Lack of general readiness for grade or course	____
____	Q.	Non-compliance with course assignments	____
____	R.	Lack of respect for authority of the teacher	____
____	S.	Lack of family support for educational goals	____
____	T.	Economic disadvantage	____
____	U.	Cultural disadvantage	____
____	V.	Malnutrition	____
____	W.	Other health problems	____
____	X.	Difficulty of adopted text and learning materials	____
____	Y.	Difficulty with comprehension of abstract concepts	____
____	Z.	Difficulty of learning tasks required in the course	____
____	Aa.	Lack of vocational aspirations of youth	____
____	Bb.	Use of drugs	____
____	Cc.	Excessive interest in the opposite sex	____
____	Dd.	Desire for excitement	____
____	Ee.	Self-indulgence in face of difficulty and work	____
____	Ff.	Feelings of inferiority in face of teacher expectations	____
____	Gg.	_____	____
____	Hh.	_____	____

OVER

EEO SURVEY 1969-70

PART V

KEY FACTORS TO SUCCESSFUL ACHIEVEMENT IN GRADE AND SUBJECT TAUGHT

Grade_____ Subject_____

Please list in rank order the 5 key factors to successful achievement necessary at the grade level and/or for the subject(s) you teach. A space is provided below for further comments.

1. _____

2. _____

3. _____

4. _____

5. _____

OTHER COMMENTS:

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EEO SURVEY 1969-70 PART VI: TEACHER AND CLASS DATA

Thank you for your care in completing this survey of opinion. If you have omitted any item, please check the response nearest to your own opinion. . . Your checking of the following information about yourself and your teaching position will provide a basis for group evaluation of the 1969-70 efforts in the Dayton Public Schools. Your own anonymity of response will be protected.

A. YOUR CHARACTERISTICS AS A PERSON: Sex: Male___ Female___ Race: Black___ White___ Other___

Marital Status: Single___ Married___ Widow or widower___ Divorced or separated___

Age: 20-24___ 25-29___ 30-34___ 35-39___ 40-44___ 45-49___ 50-54___ 55-59___ 60-64___ 65 and over___

Number of Years You Have Taught in Dayton Schools:

1 year___ 2-3___ 4-6___ 7-9___ 10-12___ 13-15___ 16-18___ 19-21___ 22-24___ 25 or more___

Place of Birth:

Dayton or Mont. Co.___ Elsewhere in Ohio___ Elsewhere in North___ South___ East___ West___ Other___

Training: No degree___ Bachelor's___ Master's___ Master's + 30 hours___ Doctor's___

Kinds of Schools You Have Attended:

	ELEMENTARY	SECONDARY	COLLEGE OR UNIVERSITY
Racially isolated—All black	___	___	___
Racially isolated—All white	___	___	___
Integrated—More than 50% white	___	___	___
Integrated—More than 50% black	___	___	___

Where do you live?

	Dayton	Suburban Community	Rural Area	Other:_____
Black neighborhood:	___	___	___	___
White neighborhood:	___	___	___	___
Integrated neighborhood:	___	___	___	___

Your Preference for Type of Position for Next Year:

Present School___ Volunteer to Aid Staff Integration___ Return to Former School___ Retire___ Leave System___ Administration___

B. YOUR CLASSES AND STUDENT CHARACTERISTICS:

Racial Composition: All black___ 75%-99% black___ 50%-74% black___ 25%-49% black___ 1%-24% black___ All white___

Socio-economic Status of Your Students:

More than 50% upper class___ More than 50% middle class___ More than 50% lower class___ Other:_____

Stanine Achievement Level of Your Students: (Estimate the percentages for each group. The total should equal 100%)

Stanines 1, 2, 3 (Below average) _____ Stanines 4, 5, 6 (Average) _____ Stanines 7, 8, 9 (Above average) _____